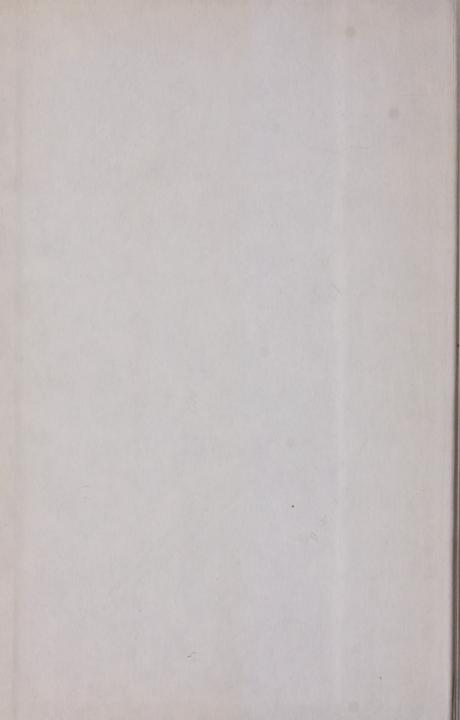
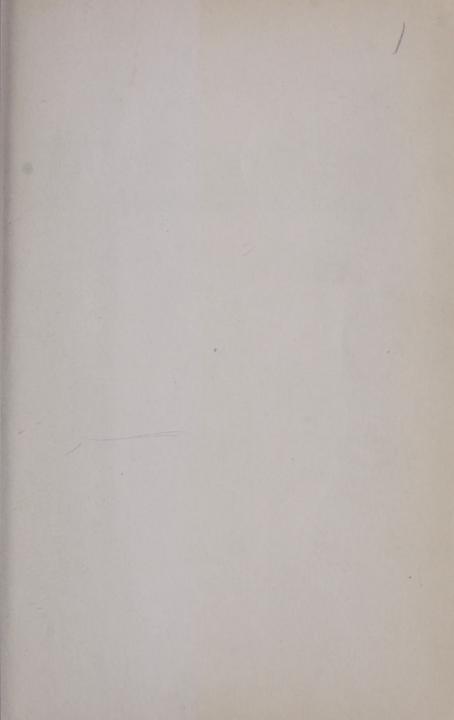
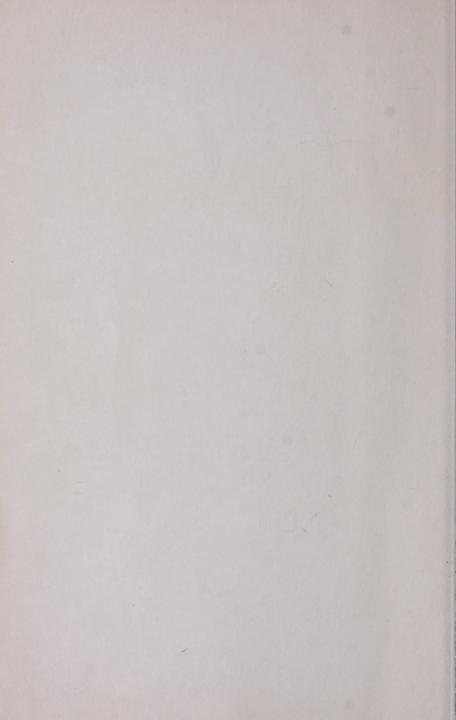
YOUR RUGGED CONSTITUTION

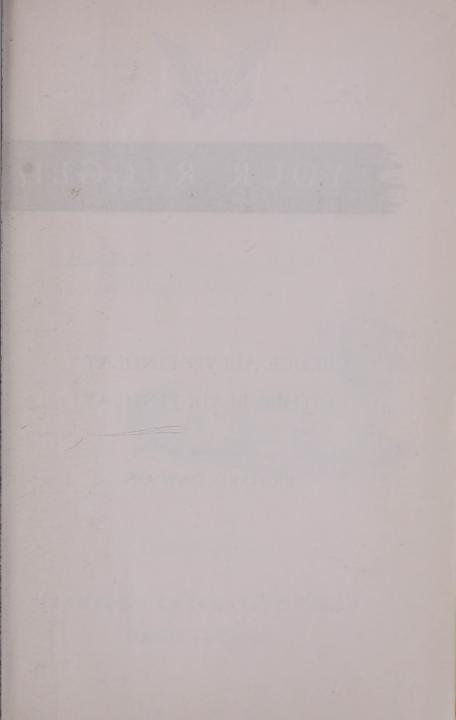


BY BRUCE AND ESTHER FINDLAY









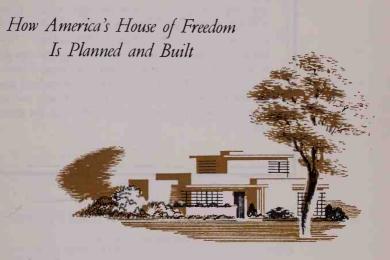


YOUR RUGGED

BRUCE ALLYN FINDLAY ESTHER BLAIR FINDLAY

Illustrations by
RICHARD DAWSON

CONSTITUTION



Textbook Edition

STANFORD UNIVERSITY PRESS

Stanford, California

HOW TO USE THIS BOOK

In most of this book, the exact words of each part of the Constitution are usually on a left-hand page. The meaning of each part is on the opposite right-hand page. Look carefully at the many illustrations; they will help you to understand the ideas in the Constitution. In the back of the book are two indexes and a section called "Aids to Your Understanding." This last section suggests some interesting things you can do in your study of the Constitution, and some subjects for discussions. It also gives a list of meanings of important words and a short test that will help you to find out how much you understand about the Constitution.

Textbook Edition

STANFORD UNIVERSITY PRESS, STANFORD, CALIFORNIA

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PRINTED AND BOUND IN THE UNITED STATES OF AMERICA

Library of Congress Catalog Card Number: 52–5965

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THE PREAMBLE TO THE CONSTITUTION

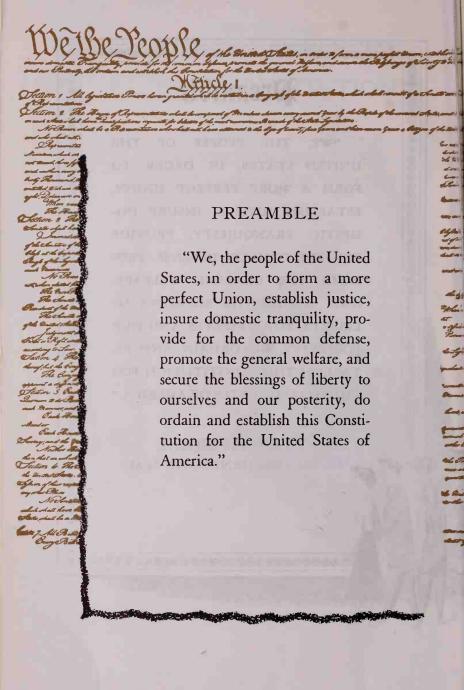
PURPOSES FOR WHICH THE CONSTITUTION WAS WRITTEN



Preamble

"WE, THE PEOPLE OF THE UNITED STATES, IN **ORDER** A MORE PERFECT UNION, ESTABLISH JUSTICE, INSURE DO-**MESTIC** TRANQUILITY, PROVIDE FOR THE COMMON DEFENSE, PRO-MOTE THE GENERAL WELFARE, AND SECURE THE BLESSINGS OF LIBERTY TO OURSELVES AND OUR POSTERITY, DO ORDAIN AND ES-TABLISH THIS CONSTITUTION FOR THE UNITED STATES OF AMERICA."

In Witness Whereof:
WE SET OUR HANDS AND SEALS.



We the People of the United States . . .

DO ORDAIN AND ESTABLISH THIS CONSTITUTION FOR THE UNITED STATES OF AMERICA

Those words are very important to you and to all other citizens of the United States. In many countries, governments are not run by all of the people, but by small groups of people for their own selfish purposes. In the famous Preamble to our Constitution, We the People of the United States proclaim to the world that our government belongs to the people, is run by the people, and exists for the good of the people.

In Washington, D.C., the original handwritten copy of our Constitution is kept on display. But remember that the Constitution is not just a historical document. It is a plan of government that is working today even better than when it was written. It is yours to know, to use, to respect, and if necessary to defend. For you are one of "the People of the United States."



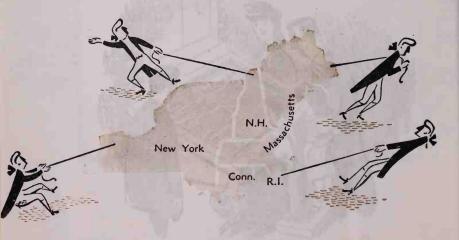
We the People of the United States, in Order .

TO FORM A MORE PERFECT UNION

Our country won its independence from Great Britain in the year 1781. For eight years after that, this country was governed under a constitution called the Articles of Confederation. But there were faults in the Articles. The United States of America, in spite of its name, was far from being a "perfect Union." It was instead, as the Articles said, a "league of friendship" among the states.

In time, some of the states became less friendly toward one another. Soon they began to quarrel seriously. Instead of pulling together as a team, the states were pulling in different directions. There was danger that the states might break away and become small separate countries.

The nation's leaders feared that our new country might fail. For this reason they called a convention of citizens from the various states to meet and study these problems. This group of citizens, now called the Constitutional Con-



THE ORIGINAL THIRTEEN STATES

vention, began its meetings in May 1787 at Independence Hall in Philadelphia. All the men were leaders in their states. Among them were such famous citizens as George Washington, Benjamin Franklin, and James Madison.

For a while the delegates to the Convention tried to patch up the Articles of Confederation and make them work. But they soon decided to make an entirely new plan of Government in order to form "a more perfect Union." On September 17, 1787, they put their plan into final form and signed it. They had written the Constitution of the United States of America—the plan for our government.

We today are proud to be citizens of a single strong nation. Our nation is respected by foreign countries and is prosperous at home. Our farm products and manufactured goods pass freely from state to state. We ourselves can go easily across state boundaries without having to carry passports. These are a few of the benefits we enjoy because "a more perfect Union" was established under our Constitution.



We the People of the United States, in Order . . .

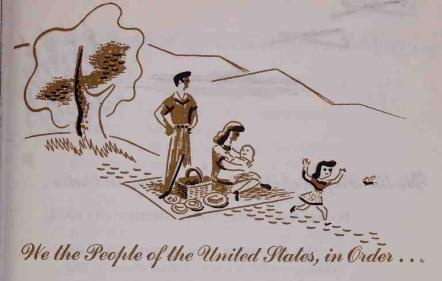
TO ESTABLISH JUSTICE

Our Constitution tells how our laws are to be passed and how our courts are to be run so that every citizen will get the same fair treatment from the government. Laws and punishments are the same for everyone.

When the Constitution was written, there were injustices in the world that would seem strange to us today. In some countries, for example, nobles were tried in their own special courts under special laws. Kings sometimes ordered people to be executed without a trial. As you will see, the men who wrote our Constitution took care that injustices like these should not be allowed in the United States.

But more than that, these farsighted men gave us a system of laws and courts that protects us from newer kinds of injustice. In some countries today, governments give people unfair trials in order to rob them of their property, to sentence them to slave labor camps, or even to execute them. But "We the People of the United States" have ordered that there shall be no unfair trials or unfair punishments in this country. Every American citizen enjoys "equal justice under law."

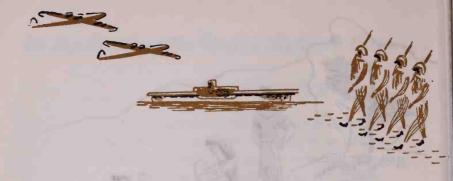




TO INSURE DOMESTIC TRANQUILITY

Before the Constitution was adopted, the United States government had little power to help keep the country peaceful and orderly. After the War for Independence, times were hard. Here and there, some people rebelled against their state governments, and the national government lacked power to help the states. Nor did the government have power to settle disputes between the states, even when these disputes threatened to turn into real warfare.

The Constitution settled such problems as these and has protected our "domestic tranquility" ever since. People now can live without fear of violence. When disagreements arise between states, the states let the national government settle their disagreements justly. If a rebellion should occur, the government has the power to step in and enforce the laws of the country and protect the lives and property of the people.



We the People of the United States, in Order . . .

TO PROVIDE FOR THE COMMON DEFENSE

Our government must do more than keep things peaceful at home. It must also be strong enough to keep enemy nations from conquering this land and taking away our property and lives. There are several clauses in the Constitution that allow our government to take care of the country's changing needs for an army and navy to protect us against a foreign attack.

The United States loves peace and works within the United Nations and in many other ways to keep peace in the world. But we have the strength to fight hard against our enemies, whether they threaten all the states or only one of them. This is called "the common defense." Partly because our Constitution has wise plans for the common defense, our country has never lost a war in all its history.

We the People of the United States, in Order ...

TO PROMOTE THE GENERAL WELFARE

This phrase states one of the most important ideals of the American people.

When we speak of a person's welfare we mean his health, happiness, and prosperity. "The general welfare" means the health, happiness, and prosperity of everyone. When neighbors help neighbors, they are promoting the general welfare. When private citizens and organizations carry out campaigns and spend huge sums of money helping others, they too are promoting the general welfare.

The makers of the Constitution planned for the government also to promote the general welfare. But they ordered the government to do things that would benefit everyone, and not to help any one person or group of persons at the expense of all the rest—as many foreign governments had done and some still do.

Our national government employs many persons to promote the general welfare. Some workers look after our soil, minerals, forests, and national parks. Others help farmers, manufacturers, and merchants do their jobs better. Still other government employees work to prevent floods, accidents, and the spread of disease.



We the People of the United States, in Order ...

TO SECURE THE BLESSINGS OF LIBERTY TO OURSELVES AND OUR POSTERITY

In 1787, the English colonies in America had already won their liberty and had been states for several years. But Washington, Franklin, Madison, and the others at the Constitutional Convention wished to preserve this liberty so that their posterity—the future generations of Americans—might have liberty too. The Constitution they wrote helps to preserve two kinds of liberty for all of us. First is the liberty of the country, protected against control by foreign countries. Second is the liberty of Americans, guarded from being ruled over unjustly by other Americans who might try to seize the government.

The liberty we enjoy does not make any of us free to do whatever he wants to do whenever he wants to do it. Our liberty does not give us the right to take away the lives and property of others. If that were allowed, one man's liberty would mean another man's loss of liberty. Like justice, liberty must be equal for everybody.



We the People of the United States ...

DO ORDAIN AND ESTABLISH THIS CONSTITUTION FOR THE UNITED STATES OF AMERICA

Within a year after the Constitution was written, most of the states decided to ratify or approve it. In April 1789, George Washington became the first President, and the actual building of the new government began.

Under the Articles of Confederation, most of the powers of government belonged to the states and few belonged to the national government. But under the Constitution the powers are more equally divided between state governments and the national government. This system gives our country a federal government.

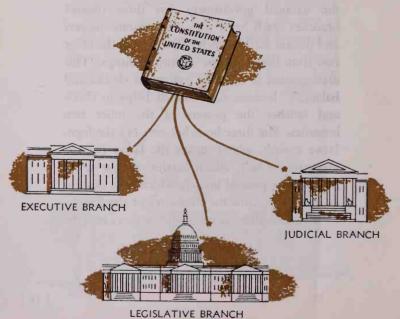
When a government or any part of it grows too powerful, it may try to take away the people's rights. To meet this danger, the Constitution calls for a separation of powers. That is, the national government has three distinct branches, each with its own separate powers and duties. Each branch helps to keep the other two from doing unwise or unjust things. This arrangement is called a "system of checks and balances," because each branch helps to check and balance the powers of the other two branches. The three branches are: (1) the legislative branch, which makes the laws; (2) the executive branch, which carries out the laws; and (3) the judicial branch, which tries cases in court and explains the meanings of the laws.

The Constitution tells what actions may be

taken by the national government and by the state governments. It makes the rules for electing citizens to serve in the national government. It tells what kinds of laws may be made for the nation, how they are to be made, and how they are to be enforced.

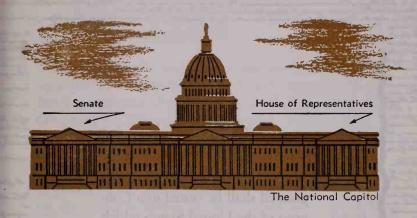
After more than one hundred and sixty years, there is still no sign that this rugged Constitution of ours will ever wear out. The United States, once small and weak, has become a large and mighty nation. And, more important than its size and strength, our country is a land of freedom and justice.

In the following pages of this book, you will find the words of the Constitution printed part by part, with explanations of their meaning and importance. You will see how wisely and well the men at the Constitutional Convention did their work for the benefit of all the other Americans coming after them. By understanding the Constitution, you can help to keep it rugged in all the years ahead.



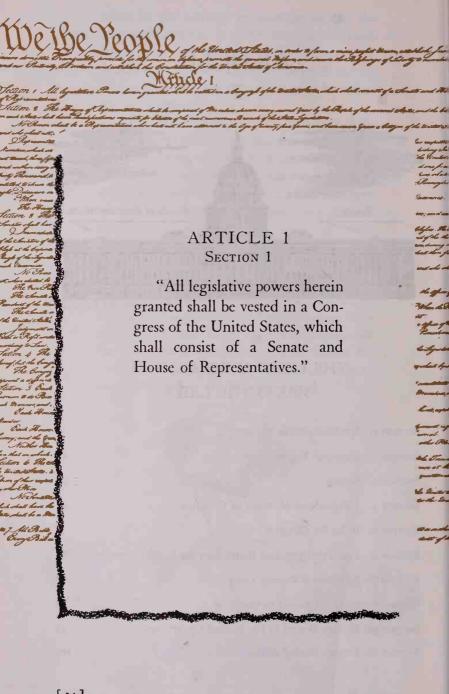
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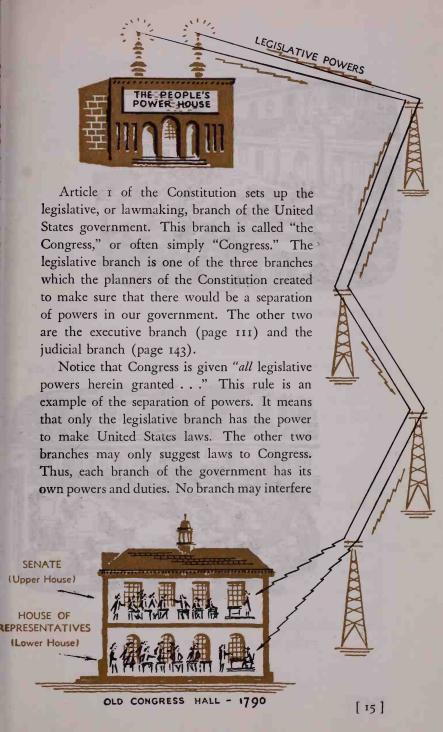
I



THE LEGISLATIVE BRANCH MAKES THE LAWS

SECTION 1.	Establishment of Congress	14
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THE SENATE

THE HOUSE OF REPRESENTATIVES



with the powers and duties of other branches, except in ways the Constitution allows.

The power to make the nation's laws actually belongs to the American people, but the people have given Congress the right to make these laws for them. But even Congress is allowed to make only those kinds of laws which the Constitution says Congress may make.

The United States is so large and has so many millions of citizens that all of them could not possibly travel to one place and vote on the nation's laws. Instead, these citizens elect between 500 and 600 citizens to go to Washington, D.C., to serve as Senators and members of the House of Representatives. Each Senator and each member of the House represents the many citizens of his state or his district. That is, while he is in Congress he speaks and votes in the place of those citizens, and acts for them in other ways. Because the government is run by elected representatives of the people, it is called a representative government.

You give: (a) Power only to Congress to make laws for the nation; (b) instructions that there shall always be two separate divisions in Congress.

You get:

(a) Laws which have been carefully thought out by members of Congress elected to represent you; (b) control of members of Congress, since you vote them into office and can vote them out again; (c) two divisions, or "houses," of Congress, each of which guards the nation against mistakes made by the other.

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ARTICLE 1
Section 2
Clause 1

"The House of Representatives shall be composed of members chosen every second year by the people of the several states, and the electors in each state shall have the qualifications requisite for electors of the most numerous branch of the State Legislature."

CLAUSE 2

"No person shall be a Representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state in which he shall be chosen." In this country, which has a representative government, deciding who shall be permitted to vote in the various elections is important. The makers of the Constitution could not agree on who should be allowed to vote for members of the House of Representatives. They settled the argument by letting each state make its own rules for electing Representatives. But the Constitution did order that anyone should be allowed to vote for a Representative if he was allowed in his own state to vote for members of "the most numerous branch of the State Legislature." In most states, the branch of the Legislature with more members was also the branch elected by more of the people.

As another way to make the House of Representatives respect the wishes of the people, the Constitution ordered that Representatives must be elected every two years.



Your Representative Must Be:—

 At least twentyfive years old.
 A citizen of the

United States for at least seven years.

3. A resident of the

state in which he is elected.

You give: Permission to citizens of your state to represent you in the House of Representatives if (a) they can meet requirements of age, citizenship, and residence; and (b) they can win an election.

You get:

(a) Representatives, both old and young, who have been citizens of the United States long enough to know its needs, and who know the wishes of the people in their own states; (b) a chance every two years either to re-elect your Representatives or to elect new ones.

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ARTICLE 1

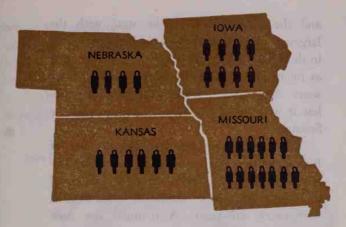
Section 2
Clause 3

"Representatives and direct taxes shall be apportioned among the several states which may be included within this Union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding-Indians not taxed, three fifths of all other persons. The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of Representatives shall not exceed one for every thirty thousand, but each state shall have at least one Representative; and until such enumeration shall be made, the state of New Hampshire -shall be entitled to choose 3; Massachusetts, 8; -Rhode Island and Providence Plantations, 1; Connecticut, 5; New York, 6; New Jersey, 4; Pennsylvania, 8; Delaware, 1; Maryland, 6; Virginia, -10; North Carolina, 5; South Carolina, 5; and -Georgia, 3."

ghog

Some parts of the Constitution are no longer in effect. In this book, these parts are marked out by light lines.

SHEET SHEET



This clause was put into the Constitution as a result of the "Great Compromise" of the Constitutional Convention. Delegates from the larger states, led by Virginia, wanted the total number of members of Congress to be divided among the states according to their populations. That is, they wanted a state with twice as many people as another state to have twice as many members in Congress. But the delegates from the smaller states, led by New Jersey, wanted every state to have the same number of members.

After long and bitter arguments in the Constitutional Convention, the large states and the small states finally worked out the "Great Compromise." They agreed that the more people any state had, the more members that state could send to the House of Representatives. But they also agreed that each state should send two members, and two only, to the Senate (see page 28).

This compromise satisfied both the larger

and the smaller states. The state with the largest population had the most Representatives in the House. The smallest state, however, had as many members in the Senate as the largest state. And no bill could become a law unless it was passed by both the House and the Senate.

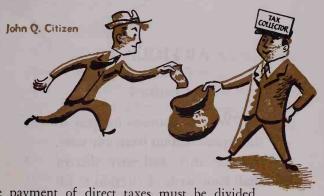
To avoid arguments over the number of Representatives from any state, the Constitution ordered that a census—an official count of the number of people—should be taken in each state every ten years. A national law now requires that after every census each state must be told how many Representatives it may have in Congress.



The men who wrote the Constitution intended that there should be not more than one Representative in Congress for every thirty thousand people. But as the population increased, people saw that the House might have too many members to do its work well. For this reason a law was passed in 1929 limiting the total num-

ber of Representatives to 435.* But each state, no matter how small its population, must still have at least one member in the House of Representatives.

In the first part of the clause dealing with Representatives, the Constitution also says that

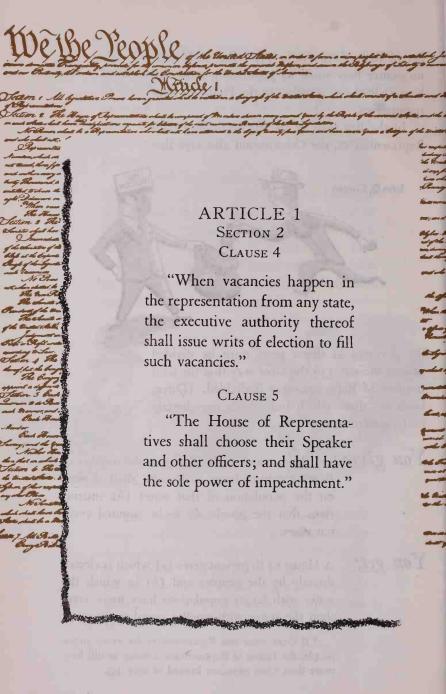


the payment of direct taxes must be divided among the states in the same way that the total number of Representatives is divided. (Direct taxes are those which individuals pay directly to the government.)

You give: (a) Rules which make clear that the number of Representatives from each state shall depend on the population of that state; (b) instructions that the people are to be counted every ten years.

You get: A House of Representatives (a) which is elected directly by the people; and (b) in which the states with larger populations have more votes than the states with smaller populations.

* If there were one Representative for every 30,000 people, the House of Representatives today would have more than 5,000 members instead of only 435.





According to Clause 4, if a Representative dies or resigns, the governor of his state must order a special state election to fill his vacant seat. This clause keeps any Representative from being appointed by a state governor instead of being elected by the people. But a state governor is allowed to appoint a Senator to fill a vacant seat in the Senate until the voters can elect a Senator (see pages 240–41).

The Speaker of the House of Representatives has a very important position. He is chairman of all meetings of the House. He also has other duties that are stated in the rules of the House. He is the leader of the majority party—that is, of the political party having the largest number of members in the House. And if both the President and the Vice-President of the United States should die, the Speaker would become President (see page 121).



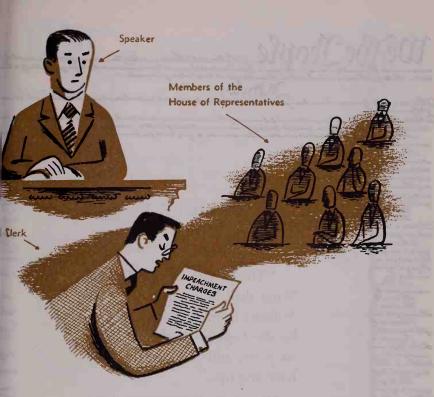


Order of Presidential Succession

You give: To the House of Representatives the right to choose its own Speaker and other officers.

You get: An able leader of the House who is also prepared to lead the nation if both the President and the Vice-President should die.

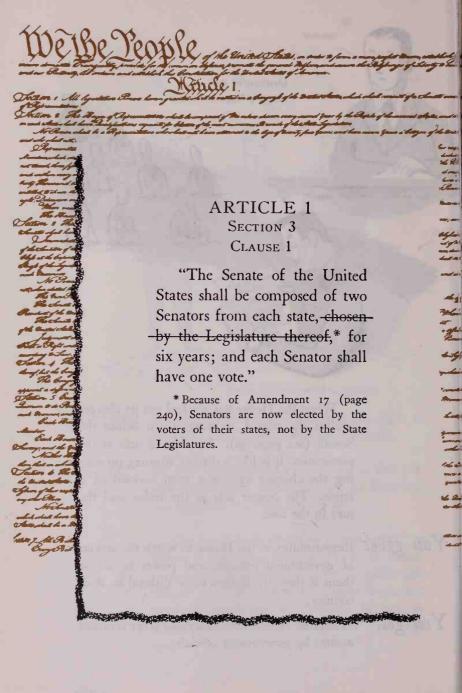
The words "sole power of impeachment" in Clause 5 mean that only the House of Representatives has the right to accuse a public official of the United States of some important crime. Such crimes are "treason, bribery, or other high crimes or misdemeanors" (see page 141).

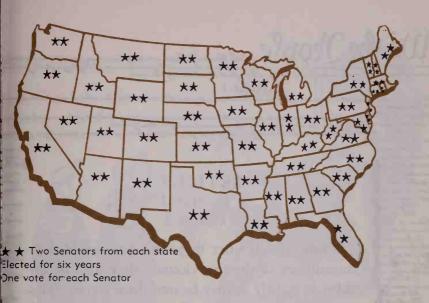


When the House has worked out its charges against the official, it brings them before the Senate (see page 39). The House acts as the prosecutor. It is like a district attorney presenting the charges against a man accused of a crime. The Senate acts as the judge and the jury in the case.

You give: Responsibility to the House to watch the actions of government officials, and power to accuse them if they are dishonest, or disloyal to their country.

You get: Protection against dishonesty and other criminal actions by government officials.





This clause is a part of the "Great Compromise" (see page 21). The states with small populations were afraid that the states with large populations might control Congress and pass laws that the smaller states did not like. But this clause removed their fears. Every state, no matter how small, would have two-Senators to guard its interests. Senators from the small states could vote together to defeat any unfair bill passed by the House of Representatives, in which the large states had more members.

You give: Each state the right to elect two members of the Senate, who serve six-year terms.

You get: The same number of Senators for each state. This keeps states or regions with large populations from gaining too much power over states or regions with small populations.

We Be Level of the United Daile, on once & forms and profession, which is and one of the second of the Control of the control

ARTICLE 1
Section 3
Clause 2

"Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and of the third class at the expiration of the sixth year, so that one-third may be chosen every second year; and if vacancies happen by resignation, or otherwise, during the recess of the Legislature of any state, the Executive thereof may make temporary appointments until the next meeting of the Legislature, which shall then fill such vacancies."*

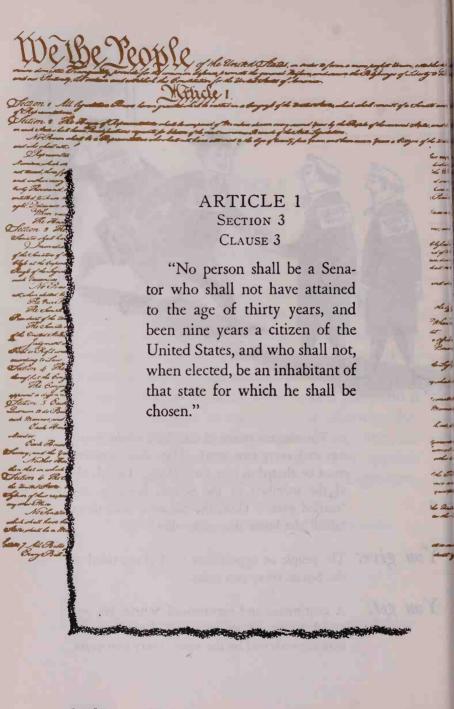
* Amendment 17 changes this method of filling vacancies.

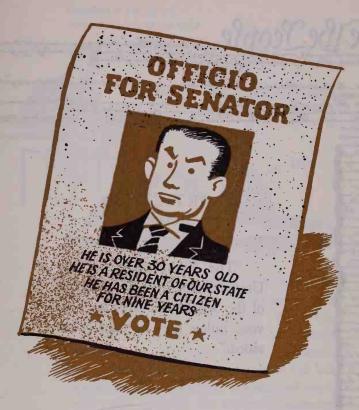


The six-year terms of one-third of the Senators end every two years. Then new Senators must be elected to take their places. Two-thirds of the members of the Senate, however, are "carried over." Thus, the Senate is sometimes called "the house that never dies."

You give: The people an opportunity to elect one-third of the Senate every two years.

You get: A continuing and experienced Senate, yet one in which the actions of one-third of the members are reviewed by the voters every two years.



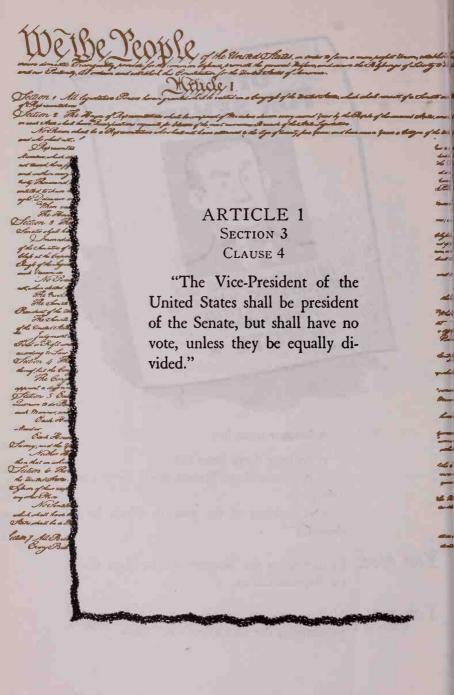


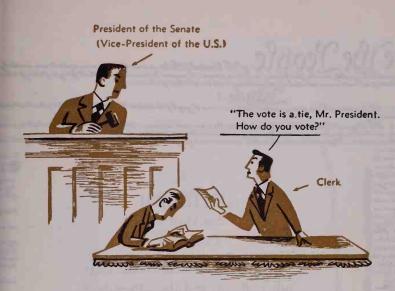
A Senator must be:

- 1. At least thirty years old.
- 2. A citizen of the United States for at least nine years.
- 3. A resident of the state in which he is elected.

You give: Requirements for Senators stricter than those for Representatives.

You get: Mature, experienced Senators who know the problems of the nation and their states.



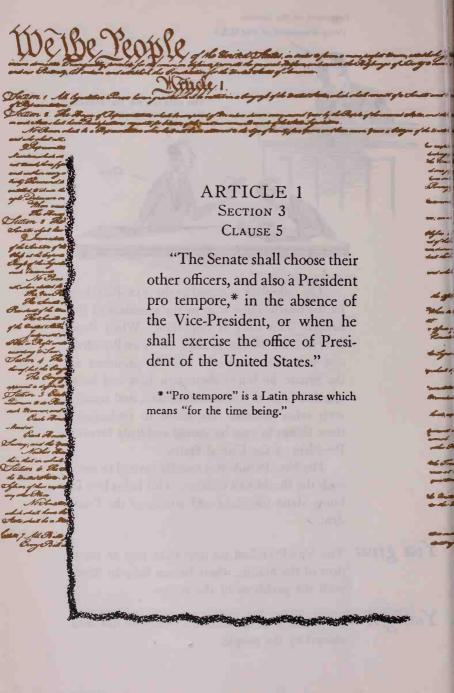


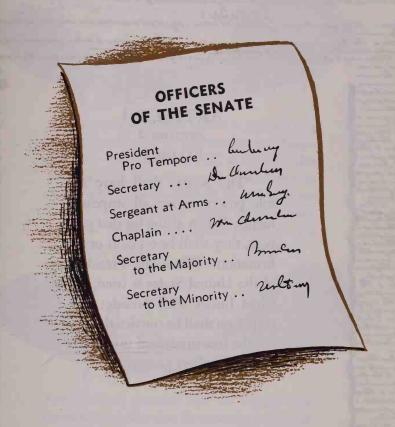
The only duty assigned to the Vice-President by the Constitution is to be the president of the Senate. This duty is important. When there is a tie vote in the Senate, the Vice-President can vote and break the tie. As president of the Senate, he learns about new bills and laws, appointments of important officials, and treaties with other nations. He needs to understand these things in case he should suddenly become President of the United States.

The Vice-President is usually invited to meet with the President's Cabinet. This helps him to know about the plans and actions of the President.

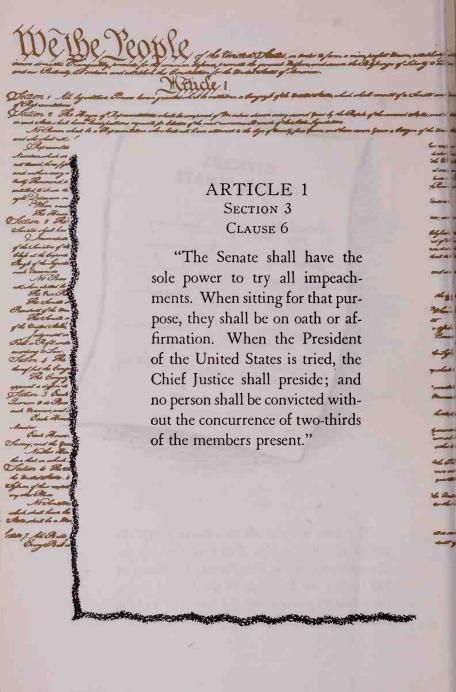
You give: The Vice-President an important post as president of the Senate, where he can keep in touch with the problems of the nation.

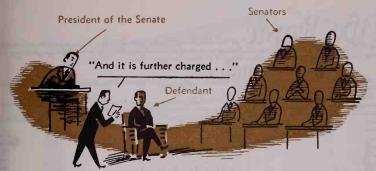
You get: As president of the Senate, a man who has been elected by the people.



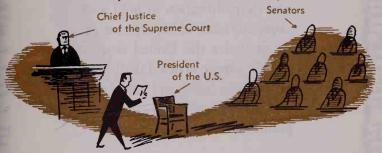


The Senate elects all its officers except its president, who is the Vice-President of the United States. If the Vice-President is absent or has become the President of the United States, the president pro tempore (or "pro tem") of the Senate serves in his place.





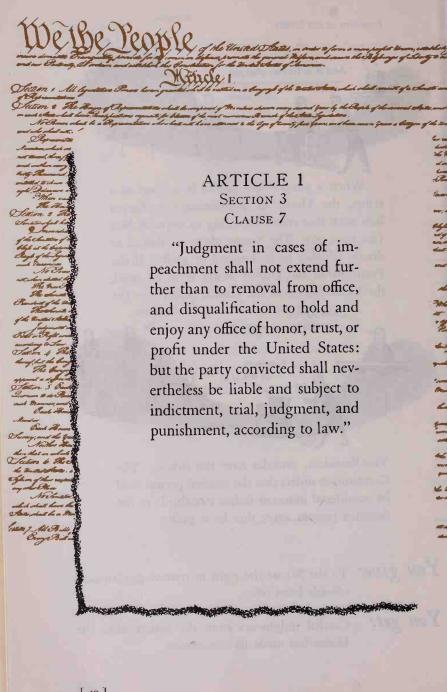
When a government official is accused of a crime, the House of Representatives charges him with that crime by voting to impeach him (see page 26). The Senate alone is allowed to decide whether he is innocent or guilty. If the President of the United States is to be tried, the Chief Justice of the United States, not the

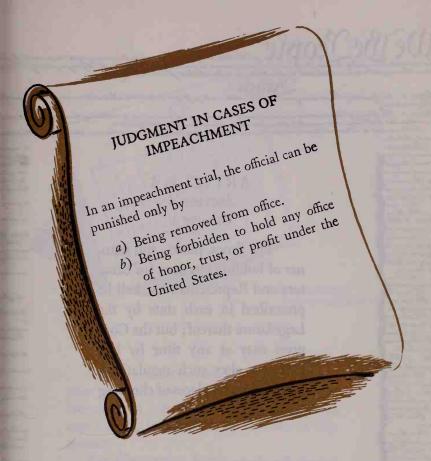


Vice-President, presides over the Senate. The Constitution orders that the accused person shall be considered innocent unless two-thirds of the Senators present agree that he is guilty.

You give: To the Senate the right to remove government officials from office.

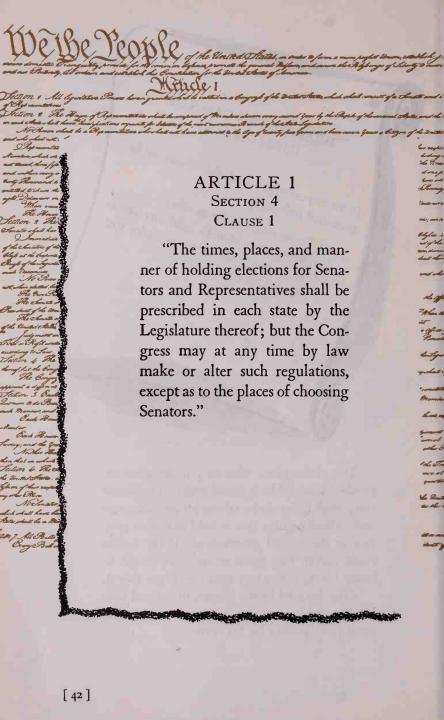
You get: Careful judgments from the Senate after the House has made its accusations.





This clause gives rules for punishing an impeached official if he is found guilty. The Senate can punish him only by taking his position away and forbidding him ever to hold any other position in the federal government. If the Senate could punish him more severely, he would be losing his right to a jury trial (see pages 206–7).

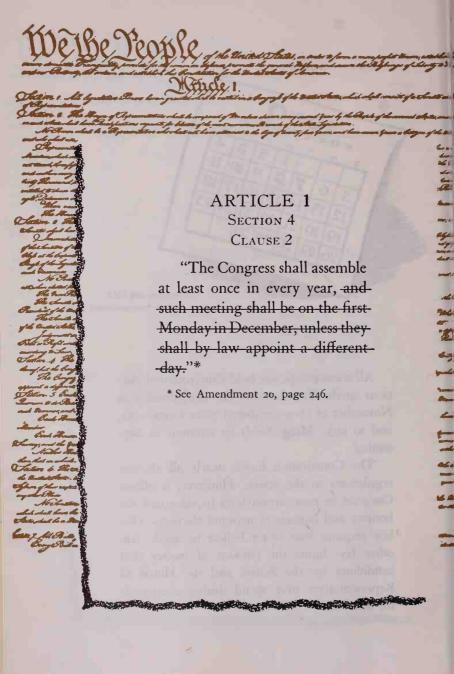
After his trial by the Senate, the official may still be tried in a regular court and be given the usual punishments for his crimes.

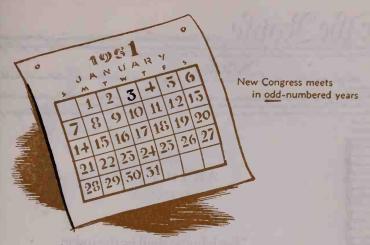




All states except one hold Congressional elections on the Tuesday after the first Monday in November of even-numbered years (1952, 1954, and so on). Maine holds its elections in September.

The Constitution leaves nearly all election regulations to the states. However, it allows Congress to pass certain laws to safeguard the honesty and fairness of national elections. One law requires that secret ballots be used. Another law limits the amount of money that candidates for the Senate and the House of Representatives may spend during campaigns for election.





The kings of European countries sometimes kept their legislatures from holding regular meetings. This clause makes sure that Congress shall not be kept from meeting regularly and will not neglect its duties.

Amendment 20 (see page 246) orders that the new Congress shall meet on January 3 of each odd-numbered year following the regular November elections. This is called the first session of that particular Congress. Congress meets again for a second session on January 3 of each even-numbered year. Also, the President has power to call Congress into special session if necessary (see page 136). A session lasts as long as there is work to be done.



ARTICLE 1 SECTION 5 CLAUSE 1 "Each house shall be the judge of the elections, returns, and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members in such manner and under such penalties as each house may provide." [46]



Sometimes persons have been elected to Congress in dishonest ways, or have failed to meet the requirements ordered by the Constitution. That is why Clause I gives each house of Congress the right to decide by a vote of the majority whether to keep any person from becoming a member of that house.

The same clause also says that each house can do business whenever it has a *quorum*—that is, when more than half its members are present. But, in practice, each house often carries on business even though fewer than half its members are present. This can be done provided that none of the members present objects to the lack of a quorum.

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ARTICLE 1 Section 5 Clause 2

"Each house may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two-thirds, expel a member."

CLAUSE 3

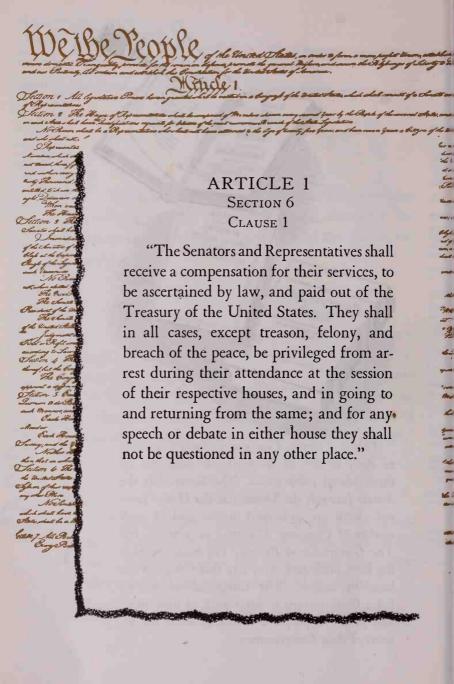
"Each house shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either house on any question shall, at the desire of one-fifth of those present, be entered on the journal."

CLAUSE 4

"Neither house, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two houses shall be sitting."



Clause 3 directs Congress to keep a journal, or daily record, of its work. It does this by three official publications. The Senate has the Senate Journal; the House has the House Journal. Both are published at the end of each session of Congress. Congress as a whole has The Congressional Record. For many years it has been published every day that Congress has been in session. The Congressional Record helps Congressmen to keep track of their work and gives the people a chance to study the actions of their Congressmen.



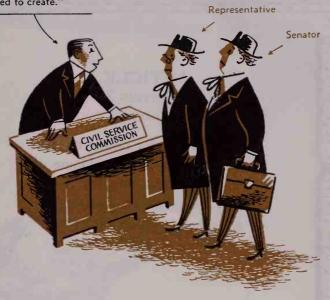


You give: To members of Congress (a) salaries, expenses, and other compensations; (b) freedom from arrest for ordinary reasons while doing their work; (c) freedom from arrest for anything they may say in Congress.

You get: A fearless expression of the thoughts of those in Congress. They might not risk speaking freely if they could be arrested or sued for what they say in Congress.

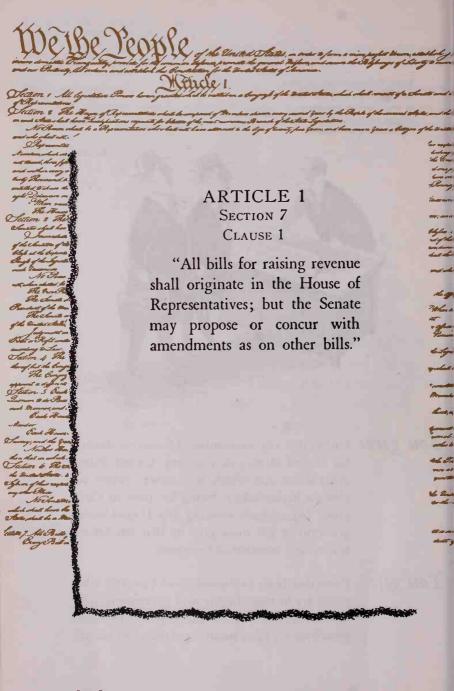
ARTICLE 1 SECTION 6 CLAUSE 2 "No Senator or Representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased during such time; and no person holding any office under the United States shall be a member of either house during his continuance in office."

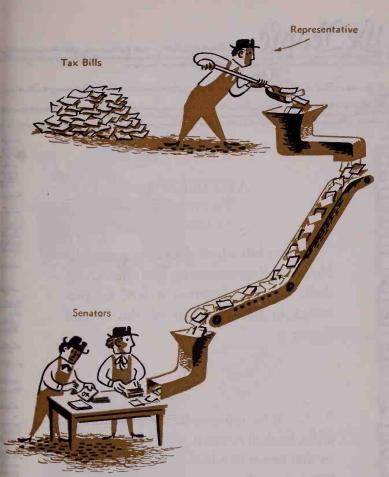
"Sorry, Congressmen, no jobs for you! You may not work in any position you have helped to create."



You give: Orders that (a) no member of Congress, during his elected term, can take any United States government job which was either created or given a higher salary during his term in Congress; (b) anybody working in a United States government job must give up that job before becoming a member of Congress.

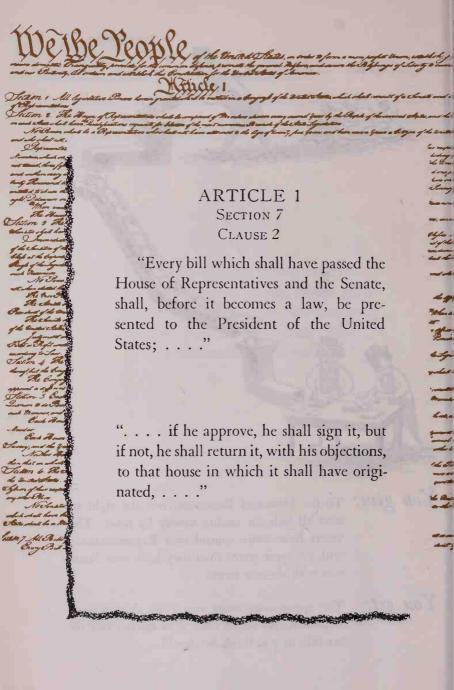
You get: Protection from (a) members of Congress who might try to make highly paid government jobs for themselves; (b) too much power by Congress over the other branches of the government.

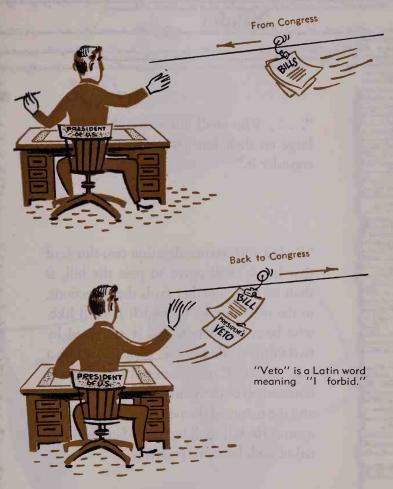




You give: To the House of Representatives the right to start all bills for raising money by taxes. The voters have more control over Representatives with two-year terms than they have over Senators with six-year terms.

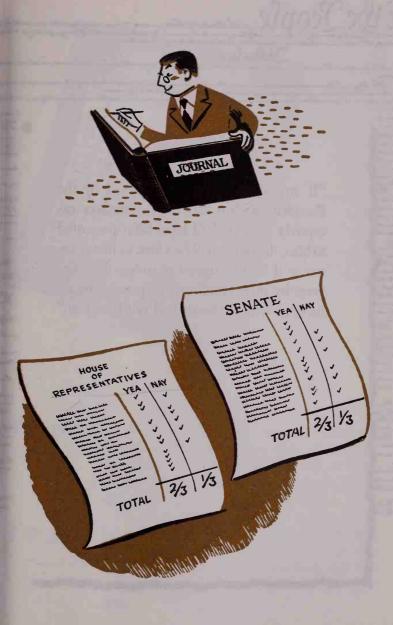
You get: The opportunity every two years to vote your Representative out of office if he doesn't vote on tax bills as you think he should.



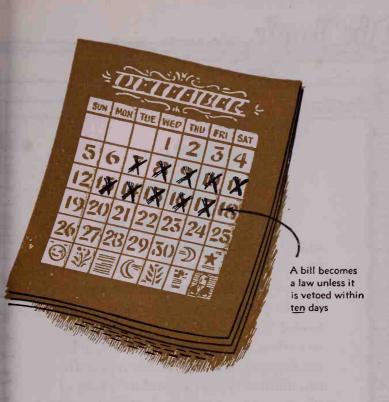


Most bills are passed if a majority in each house of Congress votes for them. The Constitution does not say this; but it names some exceptions, including vetoed bills, for which more than a majority vote is needed.

who shall enter the objections at large on their journal, and proceed to reconsider it." "If after such reconsideration two-thirds of that house shall agree to pass the bill, it shall be sent, together with the objections, to the other house, by which it shall likewise be reconsidered, and if approved by two-thirds of that house, it shall become a law. But in all such cases the votes of both houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each house respectively."



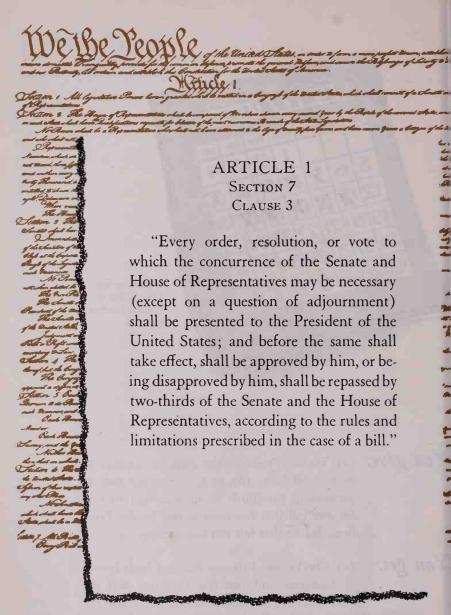
"If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law."

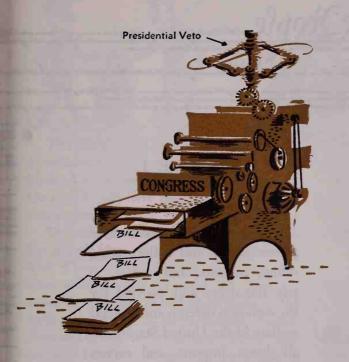


You give: (a) To the President the right to approve or to veto all bills; (b) to Congress the task of persuading two-thirds of its members to vote for any bill that has been vetoed by the President, before that bill can become law.

You get:

(a) Checks and balances between both houses of Congress and between Congress and the President; (b) protection against hasty and unwise actions either by Congress or by the President.

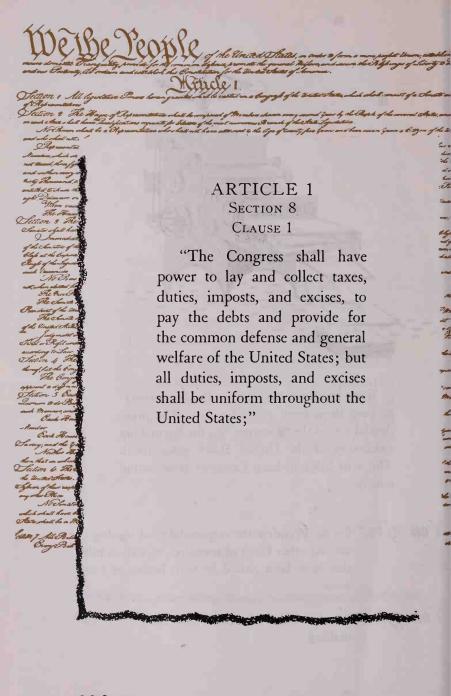


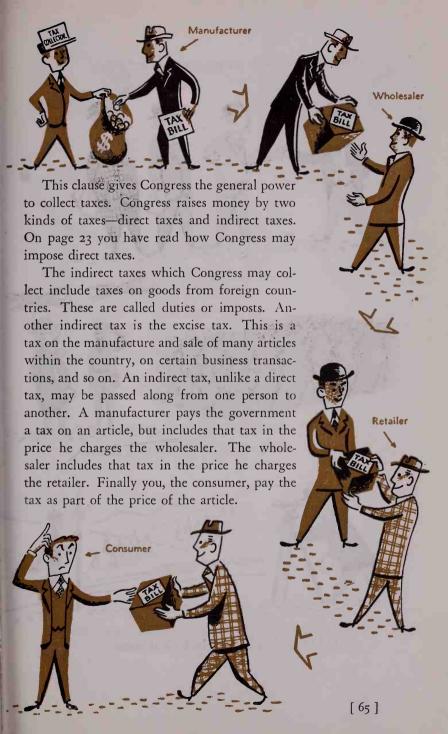


Some machines have parts called "governors" to keep them from going too fast. The presidential veto is the "governor" on the lawmaking machinery of the United States government. The veto helps to keep Congress from acting hastily.

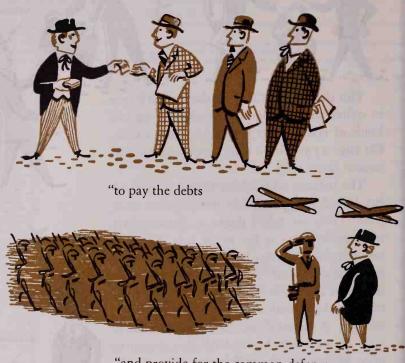
You give: To the President the responsibility of signing or vetoing other kinds of measures, as well as bills, that have been passed by both houses of Congress.

You get: Another important check and balance in law-making.

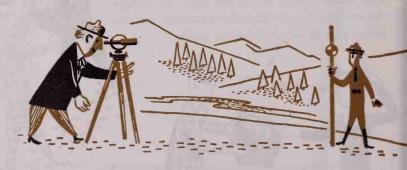




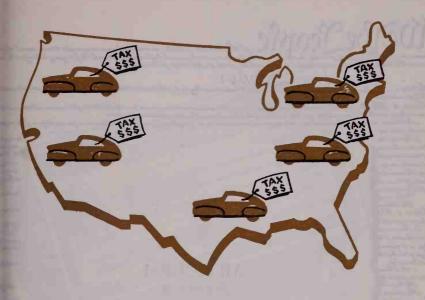
Congress may use its taxing powers to get money



"and provide for the common defense



"and general welfare of the United States

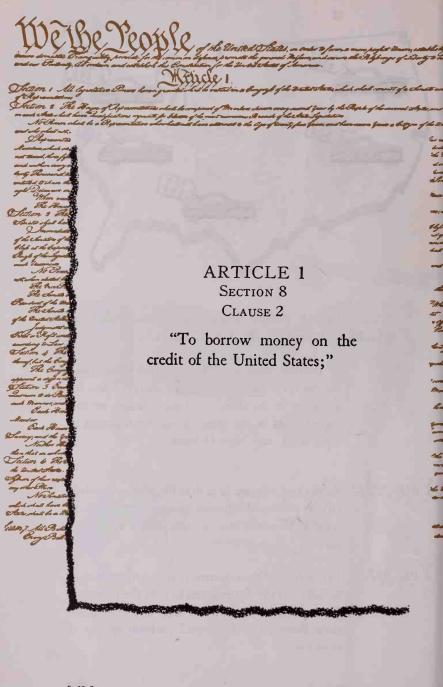


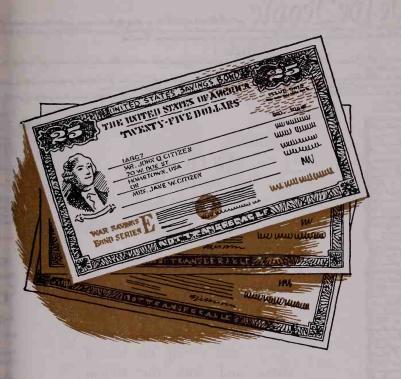
"... but all duties, imposts, and excises shall be uniform throughout the United States."

Indirect taxes must be the same throughout the country. A federal tax on automobiles, for example, or on theater tickets, tobacco, or cosmetics, shall be the same in San Francisco as in New York and New Orleans.

You give: Power to Congress to collect the money needed:
(a) to protect the nation against foreign countries; (b) to take care of other needs within the country.

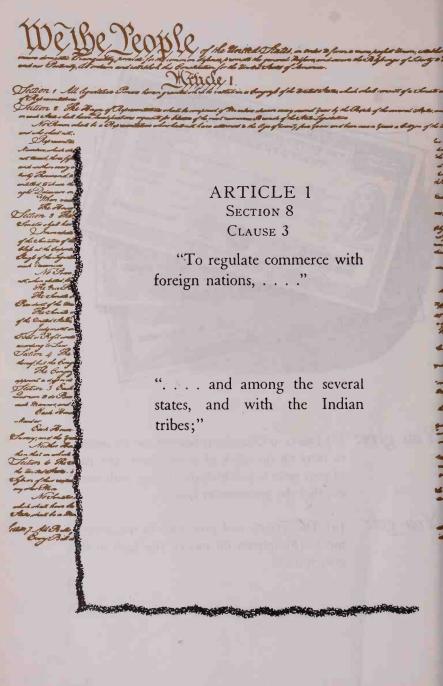
You get: (a) A federal government that is strong enough to carry out the duties given to it by the Constitution, and that can pay the costs of carrying out these duties; (b) a fair and uniform system of taxation.

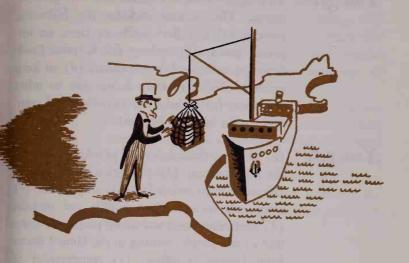




You give: (a) Power to Congress to borrow money needed to carry on the work of government; (b) part of your taxes to pay back the money, with interest, that the government borrows.

You get: (a) The services and protection of the government; (b) interest on money you lend to the government.





The first part of this clause gives Congress complete power over trade between the United States and foreign countries. Using this authority, Congress has passed laws applying to (1) goods entering or leaving the country, (2) ships and other means of transportation and communication, and (3) foreign people who may come to the United States.

Under this broad power, all our laws which apply to foreign trade are made by the federal government. This keeps the states from getting us into trouble by having different laws of their own. Also, states with important seaports are kept from taxing the trade of other states.

You give: To Congress complete control over foreign commerce. This control includes the following powers: (a) to collect tariffs, or taxes, on imported goods; (b) to keep out harmful prod-

ported goods; (b) to keep out harmful products; (c) to control immigration; (d) to keep goods needed here from being sent to other countries; (e) to help transportation and com-

munication by land, sea, and air.

You get:

(a) Money collected as tariff to help in running the government; (b) protection of American industries from unfair foreign competition; (c) safeguards for American health and morals; (d) protection from too many people, or from undesirable people, coming to the United States from foreign countries; (e) conservation of forests, water, soil, minerals, and other natural resources; (f) operation of lighthouses, dredging of harbors and rivers, and other aids to shipping; (g) uniform regulation of international trade.

The power to regulate interstate commerce is granted to Congress in the second part of Clause 3. Our government has found this power important in adapting itself to the growth of our country from a simple farming nation to a nation with many great industries.

The interstate commerce which Congress may regulate includes all the things that cross state boundaries—goods, persons, and words. This power to regulate also includes all the means by which these things move. These means are railroads, ships and the rivers on which they travel, trucks and busses, air lines,

telegraph and telephone lines, and radio and television stations. It also includes things that are done wholly in one state but are, nevertheless, a step in interstate commerce, such as raising apples in Washington for shipment to markets in the Middle West.

Any state law or tax may be declared unconstitutional if it interferes with interstate commerce or with the regulation of that commerce by Congress. For example, Idaho could not tax apples being shipped through that state from Washington to Middle Western markets; Indiana could not have a law to keep out automobiles made in Michigan.

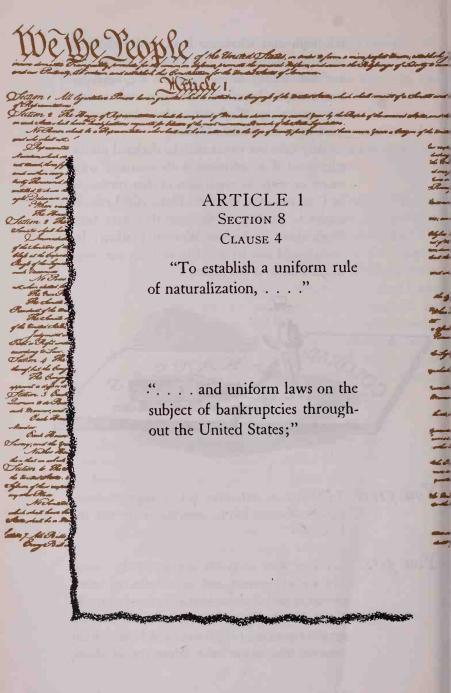


You give: To Congress authority: (a) to regulate interstate commerce; (b) to supervise trade with the Indians.

You get:

(a) Free flow of goods among all the states;

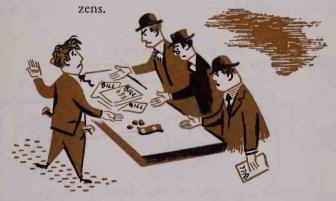
(b) encouragement and supervision of transportation and communication by land, sea, and air; (c) a check on the movement of harmful goods or persons; (d) protection of Indians from persons who might take advantage of them.





You give: To Congress the power to decide which foreignborn persons may become citizens of the United States, and how they may do so.

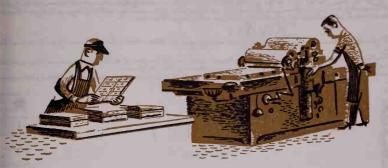
You get: As new residents of the United States only those foreign-born persons who deserve to become citi-



You give: To Congress the power to pass laws which protect both an individual who owes more money than he can pay and those to whom he owes it.

You get: A single set of laws for the whole country which (a) protect you from losing all that you own if you should fall into serious debt; and (b) guarantee you your fair share of the property of someone who owes debts to you and to other persons.

ARTICLE 1 Section 8 CLAUSE 5 "To coin money, regulate the value thereof, and of foreign coin,* * This phrase was important in the early years of our country, when foreign money was common and United States money was still scarce. . and fix the standard of weights and measures;" [76]



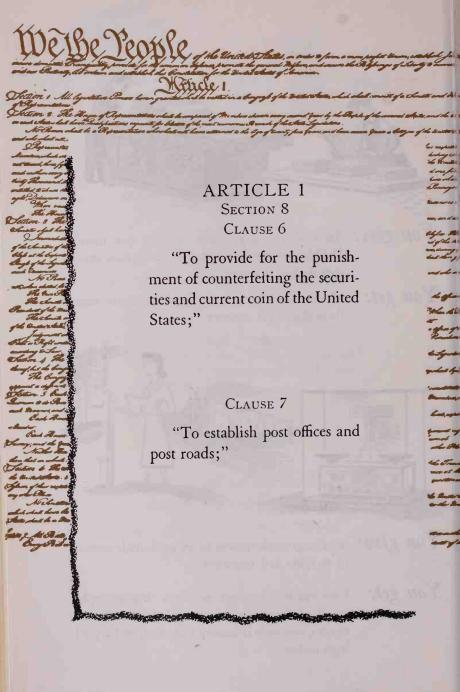
You give: To Congress permission to turn out money (both coins and bills) and to decide how much that money is worth.

You get: Money that has the same appearance and value throughout the country.



You give: To Congress the power to set up a single system of weights and measures.

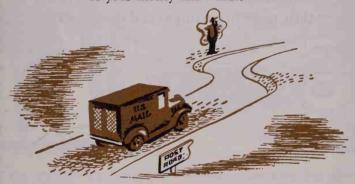
You get: Uniform weights and measures. For example, in all of the states, one pound weighs sixteen ounces, one mile is exactly 5,280 feet, and a yard is 36 inches.





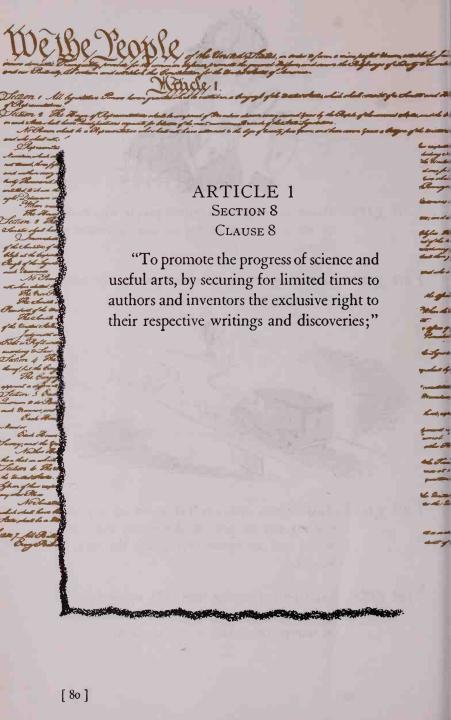
You give: Power to Congress to punish people who make or use counterfeit money or false government bonds.

You get: A government service which protects the value of your money and bonds.



You give: To Congress authority (a) to set up a postal system; (b) to help in developing the land, water, and air routes over which the mail is hauled.

You get: (a) Uniform postage rates; (b) national distribution of mail at low cost; (c) better systems of transportation and communication.





You give: To Congress the power to pass laws that allow inventors, authors, and artists, for a limited number of years, to keep anyone else from making or selling their work without their permission.

You get:

(a) A chance to use and enjoy the many things created by American inventors, authors, and artists; (b) the right to enjoy the money and fame that may come from anything you invent or create.

ARTICLE 1 SECTION 8

Clause 9

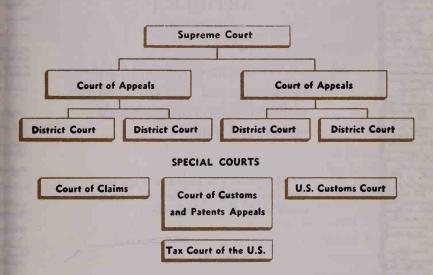
"To constitute tribunals inferior to the Supreme Court;"

CLAUSE 10

"To define and punish piracies and felonies committed on the high seas, and offenses against the law of nations;"

You give: Authority to Congress to set up federal courts which are lower than the Supreme Court. (For information about the Supreme Court, see page 145.)

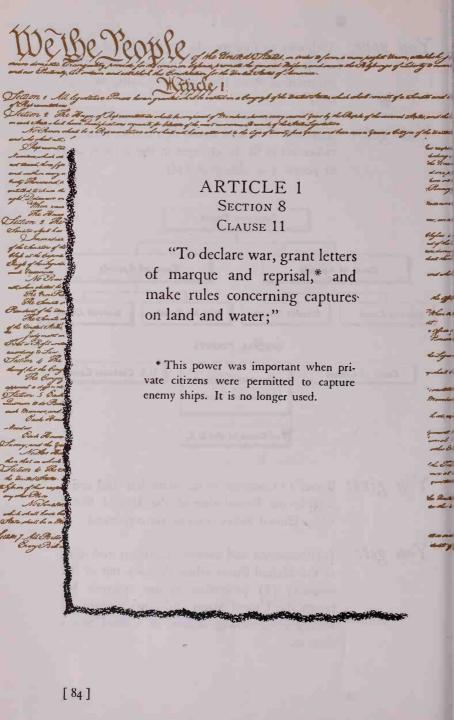
You get: A system of federal courts that can be changed as needed to fit the changes in the country and its people (see also page 148).



You give: Power to Congress to maintain law and order outside the boundaries of the United States when United States citizens are concerned.

You get:

(a) Protection and control of citizens and ships of the United States when they are out of the country; (b) protection against quarrels between the United States and other nations resulting from wrong actions of United States citizens.

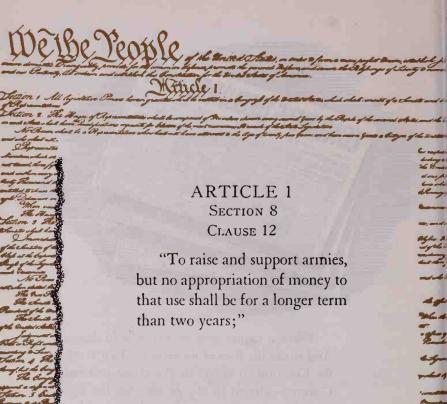




When a nation goes to war, it is in danger. And so are the lives of its citizens. That is why the Constitution orders in this clause that only Congress—elected by the people—has the right to declare war. But a war may be started by a forcign country, as when Japan attacked Hawaii in 1941. Or, the President, as commander in chief of the armed forces, may decide to use these forces to protect the United States from foreign attack. Congress may then meet to declare "that a state of war exists."

You give: Power to Congress (a) to declare war; (b) to set up rules for capturing the property of enemy countries or of neutral countries which help the enemy.

You get: Assurance that after studying the facts, Congress, and only Congress, may declare war.



CLAUSE 13

"To provide and maintain a navy;"

FOR TWO YEARS ONLY

These clauses give Congress great military power. Congress can draft citizens into the armed forces and make them obey military law. It can buy all the articles the armed forces need. The makers of the Constitution wanted to be sure that Congress would never lose control of the armed forces. That was why they ordered that Congress should never grant the army more money than it would need for two years. Actually, Congress grants money to the armed forces every year.

You give: Power to Congress to raise armies and pay for them.

You get: Assurance (a) that the armies will be ready when needed; (b) that the armed forces will be con-

trolled by Congress.

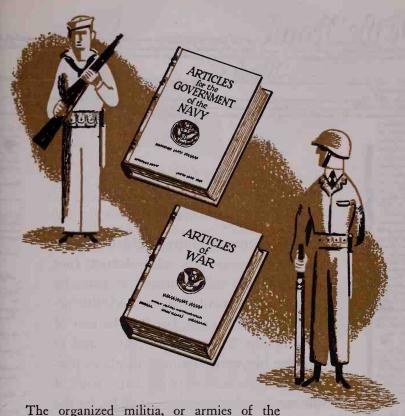
You give: To Congress power to see up and support the Navy.

MONEY FOR ARMIES

You get: A navy that is always ready to protect the nation.

ARTICLE 1 Section 8 CLAUSE 14 "To make rules for the government and regulation of the land and naval forces;" CLAUSE 15 "To provide for calling forth the militia to execute the laws of the Union, suppress insurrections, and repel invasions;" CLAUSE 16 "To provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States,

reserving to the states, respectively, the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress;"

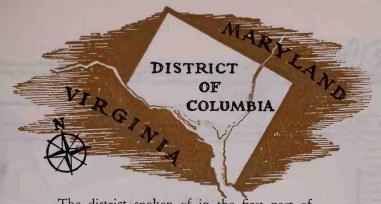


The organized militia, or armies of the states, are known as the National Guard. The federal government now pays most of the expenses for training and equipping them. It can take them into the United States Army in time of war, or can use them at other times to keep law and order.

You give: To Congress the power to keep the National Guard trained and equipped for emergencies.

You get: A group of citizens with military training who can be added to the regular Army if needed.

"To exercise exclusive legislation in all cases whatsoever over such district (not exceeding ten miles square) as may, by cession of particular states and the acceptance of Congress, become the seat of government of the United States, and to exercise like authority over all places purchased by the consent of the Legislature of the state in which the same shall be, for the erection of forts, magazines, arsenals, dockyards, and other needful buildings;—And"



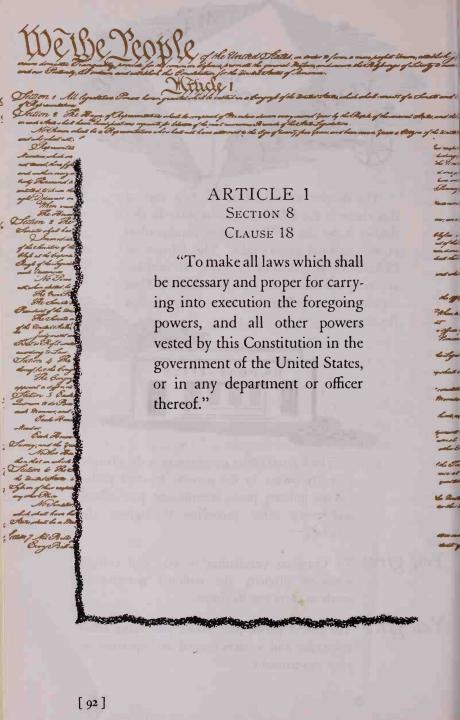
The district spoken of in the first part of this clause is the District of Columbia. In this district is the city of Washington, headquarters of the national government. The District of Columbia is governed by Congress. Its business is run by a board of three commissioners. They are chosen by the President with the consent of the Senate.

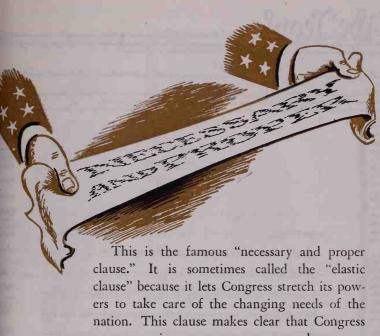


The United States government is the greatest property owner in the nation. It owns parks, forests, military posts, courthouses, post offices, and many other properties throughout the country.

You give: To Congress permission to buy and control whatever property the national government needs to carry out its duties.

You get: The use of parks, post offices, and many other properties and services owned and operated by your government.





ers to take care of the changing needs of the nation. This clause makes clear that Congress can use various means to carry out the powers given to it by the Constitution. For example, Congress has power to control foreign and interstate commerce. And, because of this clause, Congress also has the power to improve rivers and harbors to aid such commerce. The Supreme Court, of course, has the power to decide whether any action which Congress considers "necessary and proper" is constitutional.

You give: Power to Congress to make such laws as may be necessary and proper for the federal government to carry out its duties.

You get: Assurance that the government, even when faced by changing conditions, can always do its work as ordered by the Constitution.

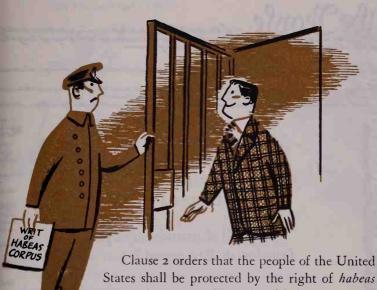
We be Dear Port of the United Plats, in order & form a man people time, and his is a sense of the sense of th

"The migration or importation of suchpersons as any of the states now existing—
shall think proper to admit shall not be—
prohibited by the Congress prior to the—
year one thousand eight hundred and eight,—
but a tax or duty may be imposed on such—
importation, not exceeding ten dollars for—
each person."*

* This clause referred to the slave trade. It was a restriction, until the year 1808, on the power of Congress to regulate foreign trade.

CLAUSE 2

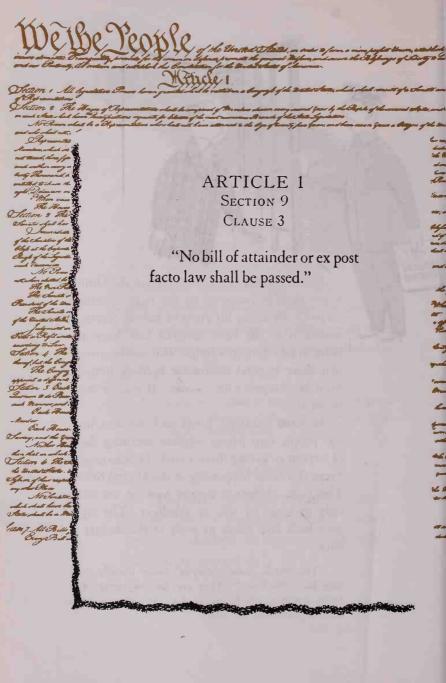
"The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it."

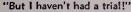


Clause 2 orders that the people of the United States shall be protected by the right of habeas corpus.* By using his right of habeas corpus, a person who has been arrested can force the jailer to take him to a judge. If it can be proved that there is good reason for holding him, he must be charged with a crime. If not, he must be set free.

In some countries, kings and dictators have put people into prison without accusing them of a crime or giving them a trial. Habeas corpus keeps this from happening in the United States. The right of habeas corpus may be set aside only in times of war or rebellion. The right goes back into effect as soon as the danger is over.

* The words "habeas corpus" mean literally "you may have the body." They are the beginning of a Latin sentence which means that the prisoner must be brought before the court.





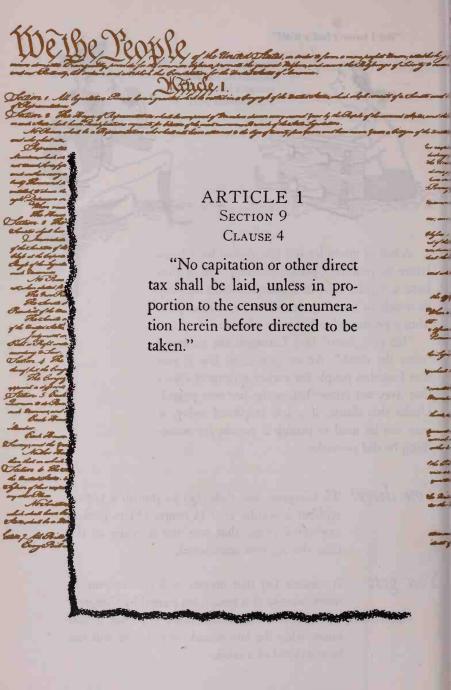


A bill of attainder is a law passed by a legislature to punish a person without letting him have a regular trial in court. It is another way in which an unjust government sometimes punishes a person who disagrees with it.

"Ex post facto" is a Latin phrase meaning "after the deed." An ex post facto law is one that punishes people for earlier actions of theirs that were not crimes before the law was passed. Under this clause, if a law is passed today, it may not be used to punish a person for something he did yesterday.

You deny: To Congress any right (a) to punish a person without a regular trial in court; (b) to declare any act a crime that was not a crime at the time the act was committed.

You get: Assurance (a) that no one will receive punishment because of a special act passed by Congress in order to punish only him; (b) that if you know what the law is and obey it, you will not be convicted of a crime.



An earlier clause in Article 1 says that direct taxes must be divided among the states according to their populations (see page 21). The meaning of that clause is made clearer by Clause 4 of Section 9. Clause 4 says that Congress can levy a direct tax only in proportion to the numbers of people within the different states.

A capitation tax is a direct tax which collects money from every person. This clause directs that any national capitation tax must be the same for persons in every state. Some other direct taxes are those on lands or buildings.

Congress has seldom ordered direct taxes. One of them is the federal income tax, which in some ways is like an indirect tax. In 1913, Amendment 16 was added to the Constitution. This amendment gave Congress the right to tax incomes (see page 239).



ARTICLE 1 Section 9 CLAUSE 5 "No tax or duty shall be laid on articles exported from any state." CLAUSE 6 "No preference shall be given by any regulation of commerce or revenue to the ports of one state over those of another; nor shall vessels bound to, or from, one state be obliged to enter, clear, or pay duties to another."



This clause keeps Congress from penalizing any state by taxing the goods sent out of that state. It also encourages our manufacturers and farmers to trade with other countries.

You deny: To Congress any power to tax goods being shipped out of the country.

You get: Benefits of world trade.

Under the Constitution the states gave up their powers to control trade with other states or countries. But the rules in Clause 6 were written to keep Congress from misusing the powers that the states had given up. This clause means that Congress must not pass laws to help the trade of one state or hurt the trade of another state, but must treat all states alike. Ships must be allowed to go freely from state to state.

You deny: To Congress any right to give the shipping of one state an advantage over the shipping of another state.

You get: Equal opportunity for the commerce of all parts of the country.

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"No money shall be drawn from the Treasury, but in consequence of appropriations made by law; and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time."

CLAUSE 8

"No title of nobility shall be granted by the United States; and no person holding any office of profit or trust under them shall, without the consent of the Congress, accept of any present, emolument, office, or title, of any kind whatever, from any king, prince, or foreign state."

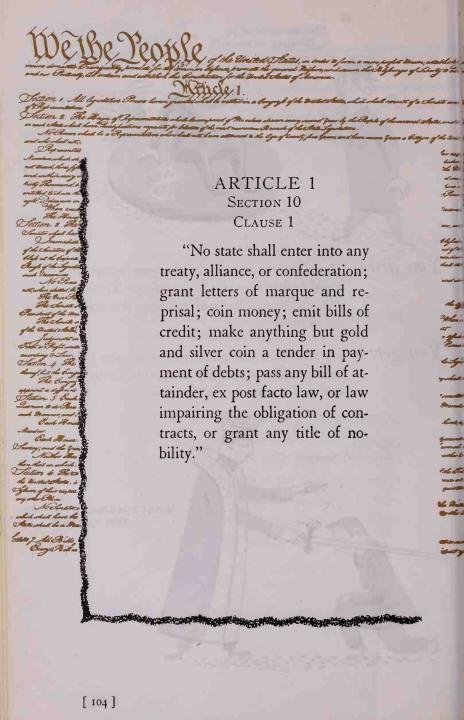


You deny: The right of anybody in the government to spend money from the United States Treasury unless a law says that such spending is a proper use of public money.

You get:

(a) Assurance that public money is spent only for a lawful purpose; (b) an opportunity to see how public money is being spent.

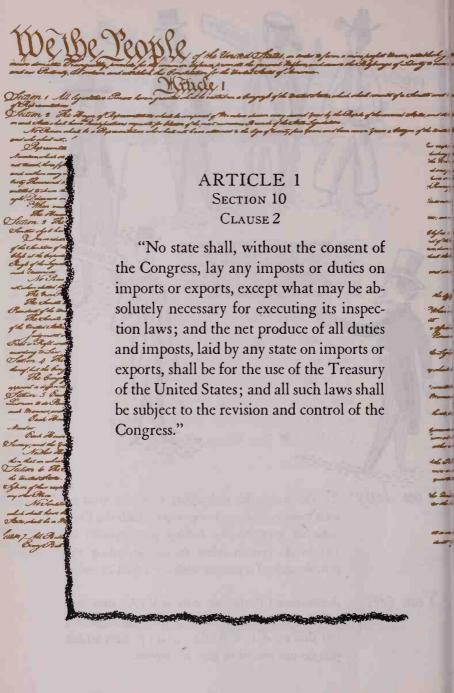






You deny: To the states the rights (a) to make treaties, coin money, or use other powers which the Constitution gives to the federal government; or (b) to do certain other things, including the punishment of a person without a trial in court.

You get: Assurances (a) that no state will take over certain duties assigned to the federal government; (b) that no state will take certain powers which you do not intend to give to anyone.

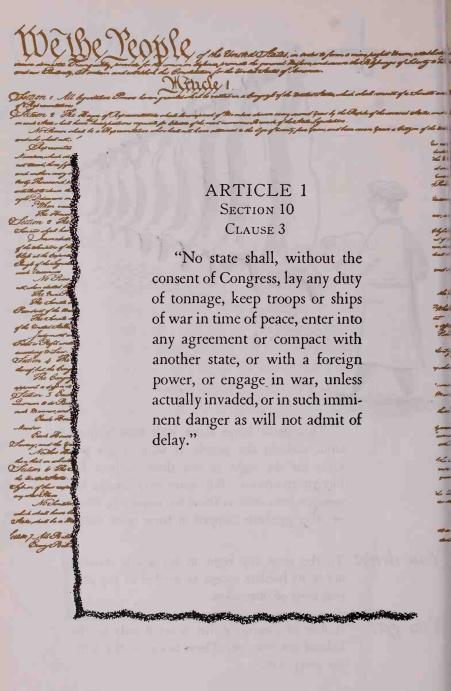


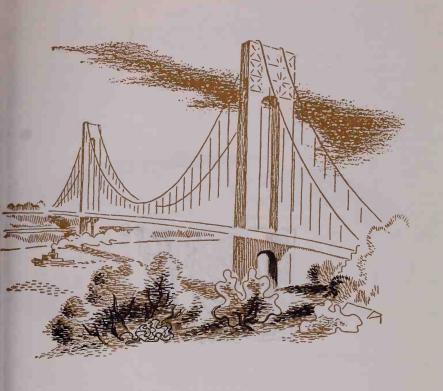


This clause keeps states with busy harbors from making the people of other states pay taxes for the right to use those harbors for foreign commerce. But states may charge inspection fees, such as those for inspecting foods or other products shipped in from other states.

You deny: To the state any right to tax goods moving across its borders except as needed to pay normal costs of inspection.

You get: A flow of commerce that is taxed only by the federal government. These taxes are the same for every state.





"Duty of tonnage" is a tax that must be paid as a ship enters a port. The size of the tax depends on the number of tons of cargo the ship is carrying. The states may not collect such a tax unless Congress says they may.

Agreements, or compacts, between states, made with the permission of Congress, are not uncommon. For example, New York and New Jersey agreed to set up the Port of New York Authority. This authority built the George Washington Bridge over the Hudson River and dug tunnels under it. Such agreements are useful in handling problems between states.



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ful in handling problems between states.

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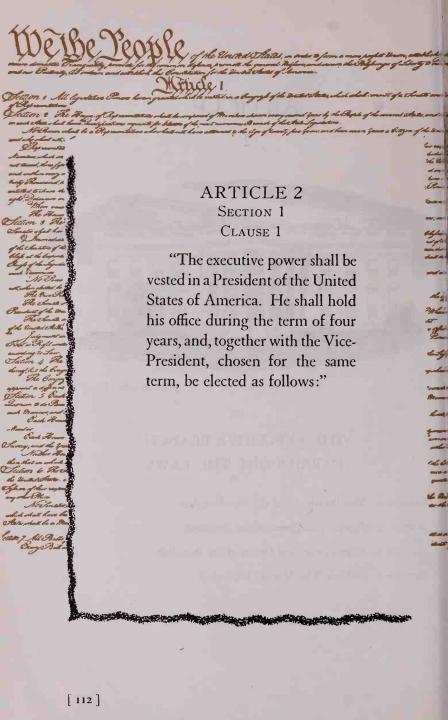
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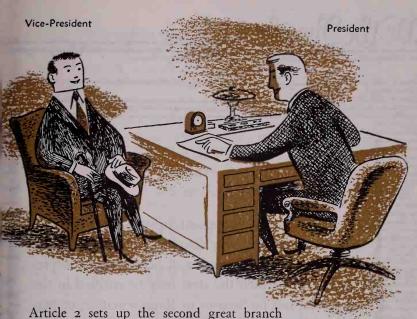


The White House

THE EXECUTIVE BRANCH CARRIES OUT THE LAWS

SECTION I.	The President and the Vice-President	112
SECTION 2.	Powers and Duties of the President	126
Section 3.	More Powers and Duties of the President	136
SECTION 4	Officials Who May Be Impeached	140





Article 2 sets up the second great branch of our government. It is the executive branch, which carries out, or executes, the laws passed by Congress. The Constitution gives this executive power and responsibility to the President. Thousands of people help him, but his job is still one of the hardest and most important in the world. The Constitution also provides for a Vice-President. He can step into the President's job at a moment's notice if the President should die or if he should be unable to carry on his duties.

You give: Full power to the President of the United States to carry out all the executive duties of the country.

You get: An officer of the government who is in a position of great power and can therefore make sure that the nation's laws are carried out.

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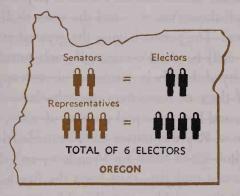
ARTICLE 2
Section 1
Clause 2

"Each state shall appoint, in such manner as the Legislature thereof may direct, a number of electors, equal to the whole number of Senators and Representatives to which the state may be entitled in the Congress: but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector."

CLAUSE 3

"The electors shall meet in their respective states and vote by ballot for two persons, of whom one at least shall not be an inhabitant of the same state with themselves. And they shall make a list of all the persons voted for, and of the number of votes for each, which list they shall sign and certify and transmit, sealed, to the seat of the government of the United States, directed to the president of the Senate. The president of the Senate shall, in the president

The makers of the Constitution felt that the President and the Vice-President could best be chosen by a small group of men specially selected for this purpose. They planned, therefore, that the state legislatures should choose a special group of electors to vote for these two important offices. These electors make up what



is called the "Electoral College," but they never meet as a single group. Instead they meet at their state capitols. Here they cast their votes and then report the results to the president of the Senate.

According to the original plan in the Constitution, the votes from the Electoral College were to be counted in Congress and the person with the most votes was to be President. The person with the next most votes was to be Vice-President. But changes were soon made in this plan. Amendment 12, adopted in 1804, ruled that the electors must show which man they wanted for President and which for Vice-President.

Early in the 1800's, our present system of

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ence of the Senate and the House of Representatives. open all the certificates, and the votes shall then be -counted. The person having the greatest number of--votes shall be the President, if such number be a--majority of the whole number of electors appointed; -and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President; and if no person have a majority, then from the five highest onthe list the said House shall in like manner choose the President. But in choosing the President, the--vote shall be taken by states, the representation from--each state having one vote. A quorum for this purpose shall consist of a member or members from--two-thirds of the states, and a majority of all the--states shall be necessary to a choice. In every case, -after the choice of the President, the person havingthe greatest number of votes of the electors shall bethe Vice President. But if there should remain twoor more who have equal votes, the Senate shall choosefrom them by ballot the Vice President."*

* Changed by Amendment 12 (page 222).

SHEET THE PROPERTY OF THE PROP

political parties began. This system brought about a still more important change in the presidential elections. The change was never put into the Constitution, but came about as a result of custom.

The writers of the Constitution intended that the Electoral College should give careful thought to choosing the best man in the country as President. But when the political parties became powerful, the leaders of each party in Congress decided who should be that party's candidate for President. Each party then got various groups of electors to promise to vote for its candidate.

After 1830, political leaders from all parts of the country began meeting every four years in national party conventions. At its convention each party chose men to be its candidates for President and Vice-President. It also decided on the party's *platform*—that is, a statement of what its candidates would do if they were elected.

That was how our present customs for presidential elections began. On the ballot, you actually vote for the electors belonging to your party; you do not vote for the candidates themselves. But this makes no real difference, since an elector never breaks his promise to vote for his party's candidates.



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ARTICLE 2

Section 1
Clause 4

"The Congress may determine the time of choosing the electors and the day on which they shall give their votes, which day shall be the same throughout the United States."

CLAUSE 5

43

"No person except a natural-born citizen, or a citizen of the United States at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years and been fourteen years a resident within the United States."

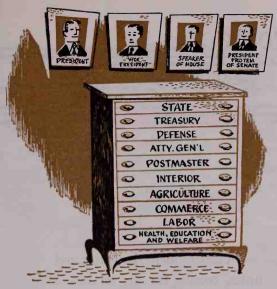


THE PRESIDENT MUST BE:

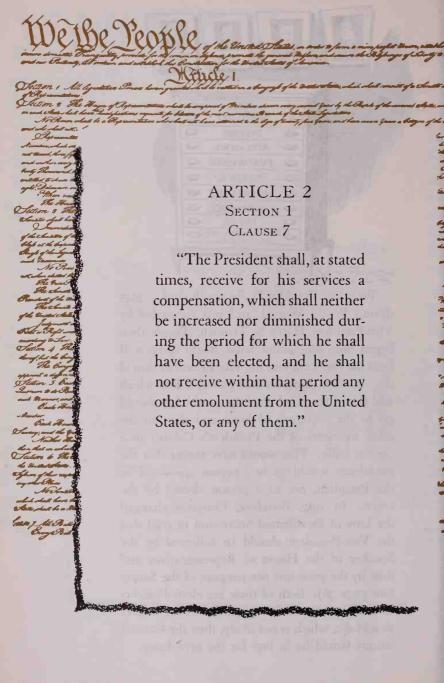
- 1. A natural-born citizen of the United States.
- 2. Not less than thirty-five years of age.
- 3. A resident of the United States for at least fourteen years.

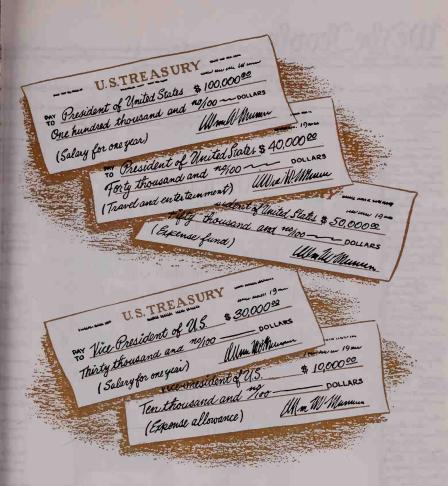
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"In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice-President, and the Congress may by law provide for the case of removal, death, resignation, or inability, both of the President and Vice-President, declaring what officer shall then act as President, and such officer shall act accordingly until the disability be removed or a President shall be elected."



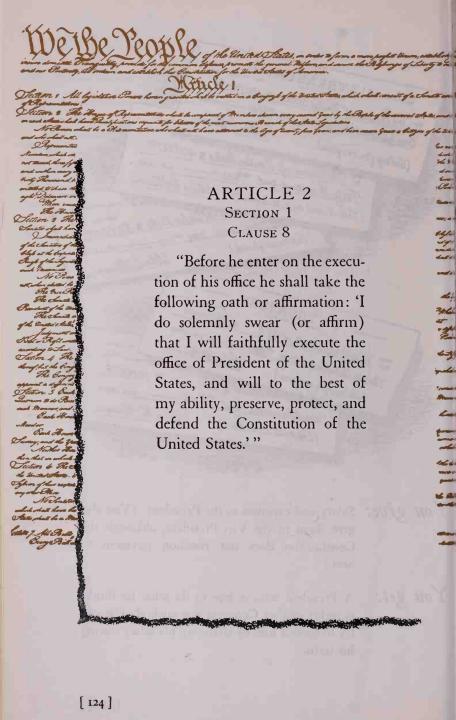
President Franklin D. Roosevelt died in 1945 during World War II, and was succeeded by Vice-President Harry S. Truman. People then began worrying about what might happen if both the President and the Vice-President should die. In 1886 Congress had passed a law which said that if they both died the presidency should go to the Secretary of State and then to the other members of the President's Cabinet in a certain order. This would have meant that the presidency would go to a person appointed by the President, not to a person elected by the voters. In 1947, therefore, Congress changed the Law of Presidential Succession to read that the Vice-President should be followed by the Speaker of the House of Representatives and then by the president pro tempore of the Senate (see page 36). Both of these are elected officers of the government. If all four elected officers should die, which is not likely, then the Cabinet officers would be in line for the presidency.

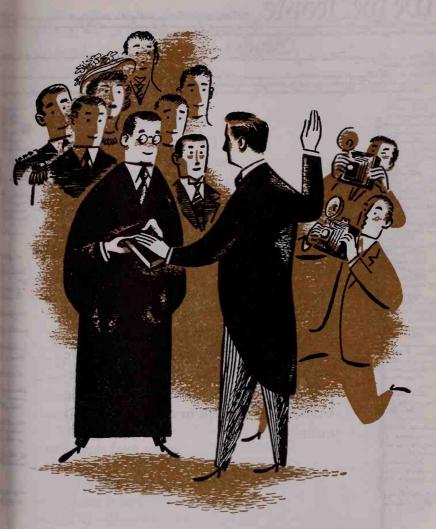




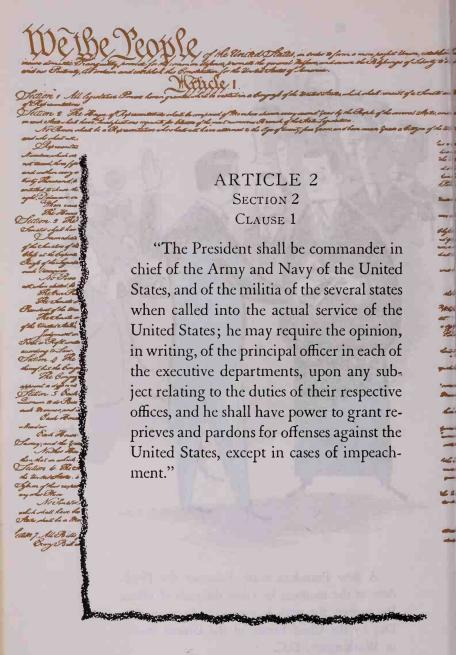
You give: Salary and expenses to the President. (You also give them to the Vice-President, although the Constitution does not mention payment to him.)

You get: A President who is free to do what he thinks is right; neither Congress nor anybody else can try to control him by changing his salary during his term.





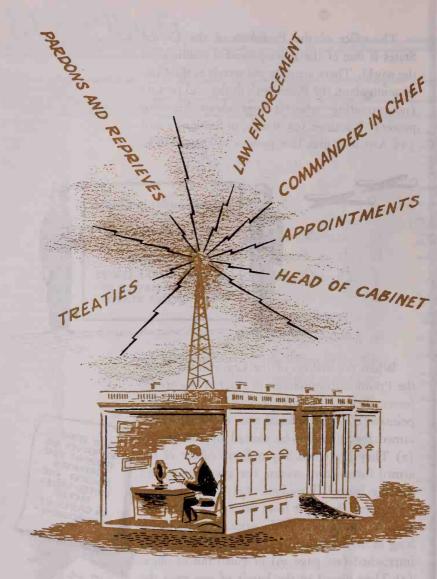
A new President really becomes the President at the moment he takes the oath of office. By custom the oath is given on Inauguration Day by the Chief Justice of the United States, in Washington, D.C.



The office of the President of the United States is one of the most powerful positions in the world. There are only 320 words in the Constitution about the President's duties and powers (not counting what it says about his veto power). But those few words, in Sections 2 and 3 of Article 2, give him powers of many kinds.



When the makers of the Constitution made the President commander in chief of the armed forces, they were thinking of several important points: (1) They ordered that the head of the armed forces should be elected by the people. (2) They prevented any military officer of the armed forces from seizing the government and making himself President. (3) They also prevented any President from becoming a dictator, since he can be head of the armed forces only as long as he is President—and a President can be impeached (see page 39) or voted out of office. (4) They placed in the hands of one man the great governmental and military powers that must be used together in time of war.



EXECUTIVE POWERS OF THE PRESIDENT



In Clause 1, the words "principal officer in each of the executive departments" suggest that there will be various departments to help the President carry out his duties. The heads of these departments have come to be known as the President's Cabinet.

You give: Power to the President (a) to be head of all military forces; (b) to get advice from his Cabinet; (c) to pardon crimes against the United States when he thinks it wise.

You get:

(a) Control of the armed forces by a civilian instead of a military person; (b) executive departments run by persons appointed by the President; (c) a "last chance" for anyone convicted of a crime against the national government.

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ARTICLE 2 Section 2 Clause 2

"He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two-thirds of the Senators present concur; and he shall nominate and, by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein provided for, and which shall be established by law; but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments."

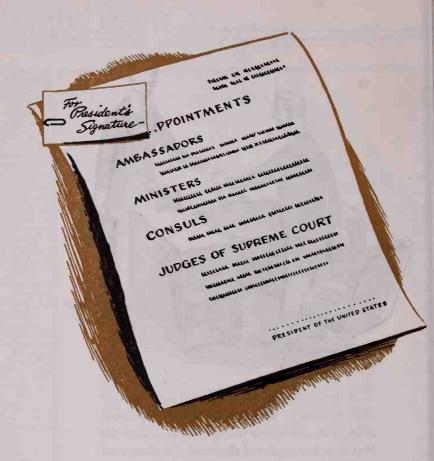
CLAUSE 3

"The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session."

THE PERSON NAMED OF THE PE



A treaty is an agreement between two or more countries. Usually our State Department works out and writes the agreement. After the President has approved the treaty, he must send it to the Senate. There, at least two-thirds of the Senators must agree to the treaty before it becomes law. This rule, that the Senate must approve of any treaty, keeps the President from making important agreements with other nations against the wishes of the elected representatives of the American people. But there are other kinds of foreign agreements, less important than treaties, which the President can make without the Senate's approval.



In Clause 2, the Constitution makes separate rules for selecting two different kinds of officers: (1) very important officers who are appointed by the President only after a majority of the Senate has approved them; and (2) inferior officers, who can be chosen by the President, by his Cabinet officers, or by judges without asking the Senate to approve them. These so-called "inferior officers" are not necessarily unimportant.



Among the very important officials whom the President can appoint only with the approval of the Senate are high officers of the armed forces, leading postmasters, head customs officials, and members of key agencies such as the Atomic Energy Commission, the Federal Reserve Board, and the Interstate Commerce Commission.

If one of these important jobs becomes vacant while Congress is not meeting, the President may choose a person for the job without waiting to get the Senate's permission. Such an appointment is known as an ad interim, or "for the interval," appointment. When Congress meets again, the Senate votes either for or against the person chosen by the President.



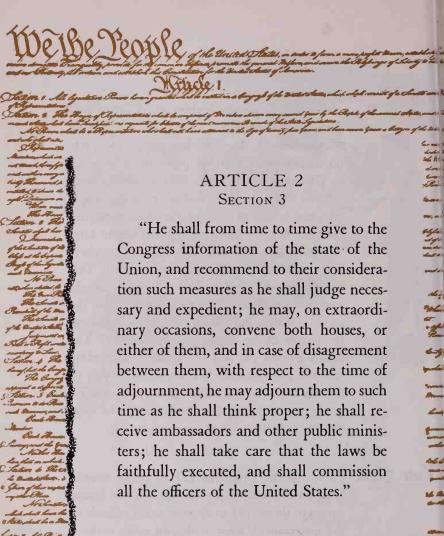
Only a few of the many people who work for the government ever see or talk with the President, the Cabinet officers, federal judges, or Senators. Most government workers get their jobs through the Civil Service Commission. The Commission finds the right people for the right jobs. The Commission gives examinations to people all over the country, for all kinds of jobs—from stenographers and laboratory technicians to forest rangers and airplane pilots. When there are job openings, they are offered to the

people who made the highest scores in the civil service examinations. Thus, the government tries to find and keep the best person for a job, no matter what political party he belongs to.

Government employees have not always been selected so carefully. In earlier times, the people who had helped to elect the President were paid for their help by being given government jobs. To make jobs for these people, large numbers of government employees had to be fired. This was called the "Spoils System," from an old sentence which says: "To the victors belong the spoils"—that is, the rewards of victory belong to the people in the winning political party. The Spoils System did not bring the best workers into the government. Besides, it was unfair to the workers who were fired. But the Civil Service Commission we have today helps to keep the Spoils System out of government jobs.

You give: Power to the President (a) to make treaties with other countries if two-thirds of the Senate agrees to them; (b) to appoint many officials of the government, some with and some without consent of the Senate.

You get: (a) Thoughtful work by both the President and the Senate, so that this country can get along well with foreign countries; (b) careful choice of persons to fill important government offices.



THE DUTIES OF THE PRESIDENT



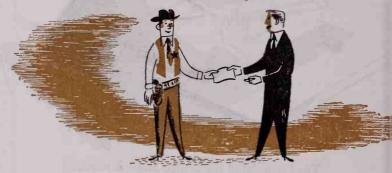
The President of the United States is required by the Constitution to carry out certain duties.



DUTY 1-"STATE OF THE UNION" MESSAGE



DUTY 2—HE SHALL RECEIVE AMBASSADORS
AND MINISTERS



DUTY 3—HE SHALL SEE THAT ALL LAWS ARE EXECUTED



DUTY 4—HE SHALL COMMISSION ALL OFFICERS
OF THE UNITED STATES

One of the President's duties is to give information and advice to Congress in messages on the "state of the Union." Hundreds of thousands of government employees throughout the country and around the world report back to their head officers. These officers in turn report to the President. Such messages are strong political tools for the President. Another tool is his power to call special sessions of Congress.

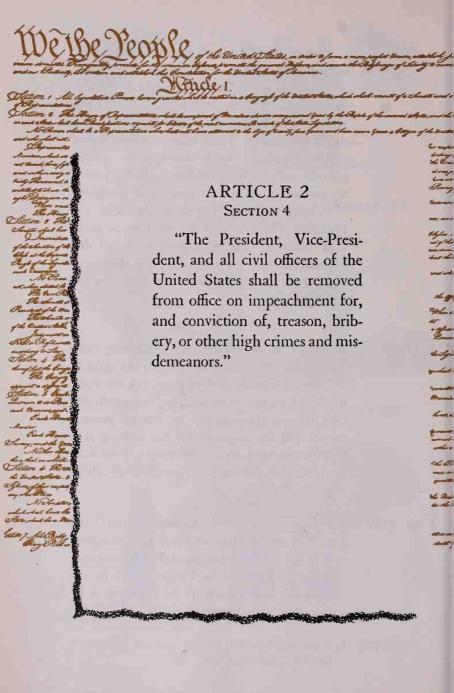
Among the most important duties of the President is "to take care that the laws be faithfully executed." He is too busy to do all this himself, but there are many officers in the executive branch of the government to help him enforce the laws.

You give:

To the President (a) the duty of advising Congress about the nation's affairs; (b) the right to call special sessions of Congress; (c) the right to receive, or not to receive, the important officials sent to this country by foreign governments; (d) the responsibility for making sure that the nation's laws are enforced; (e) the duty of signing all documents appointing officials to office.

You get:

(a) Expert reports on national affairs from time to time; (b) the certainty that Congress will be on the job when needed; (c) assurance that the laws passed by Congress will be enforced; (d) a final study by the President of all important appointments.



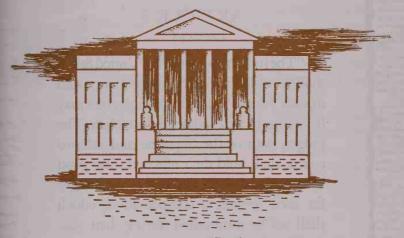


This section of the Constitution names some of the wrong acts for which the President and other government officials may be impeached (see pages 26, 27, and 39). If these officials are found guilty, they must be removed from their jobs.

It is treason for a citizen of the United States to make war against this country or to help the country's enemies. It is bribery to offer or accept money in return for special favors from the government. The "other high crimes and misdemeanors" are acts which are morally wrong or have been forbidden by laws.



ARTICLE 3



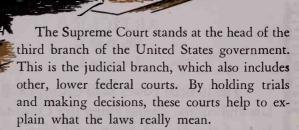
The Supreme Court

THE JUDICIAL BRANCH INTERPRETS THE LAWS

	· · ·	
SECTION 2.	Cases That May Be Tried in Federal Courts	146
SECTION 3.	Treason Against the United States	152

Section 1. Federal Courts and Judges

ARTICLE 3 SECTION 1 "The judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the Supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, receive for their services a compensation, which shall not be diminished during their continuance in office."



The judicial branch, and especially the Supreme Court, has the power to decide whether a federal, state, or local law is constitutional—that is, whether a law is permitted or forbidden by the Constitution. The Constitution does not say plainly that the Supreme Court shall have this great power, yet it has been used by the Court for more than a hundred years. The Supreme Court protects us from the other branches of our government by keeping them from getting too much power over us.

The "inferior courts" authorized by Congress are shown on page 83.

You give:

(a) Authority to a system of federal courts to judge whether or not a law has been broken;(b) lasting jobs at good salaries to federal judges.

You get:

(a) The same treatment under federal law in all states; (b) protection against unconstitutional laws; (c) experienced federal judges in a judicial branch independent of Congress, the President, the voters, or any political party.

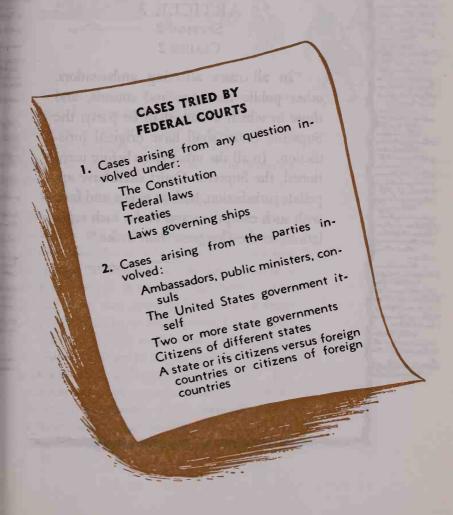
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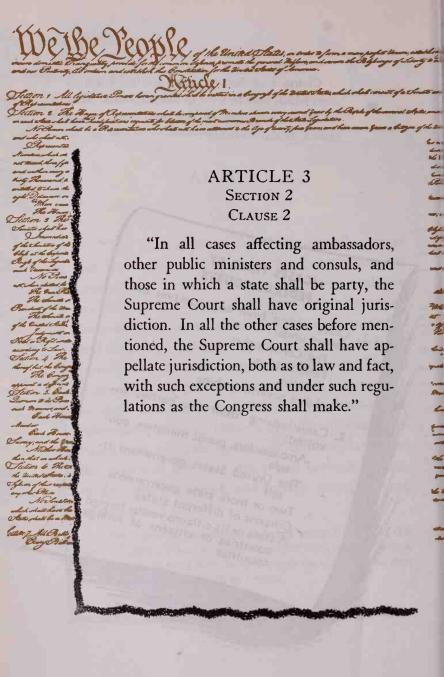
ARTICLE 3
Section 2
Clause 1

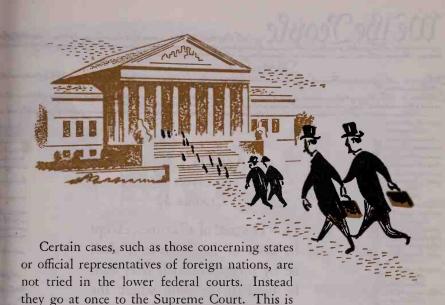
"The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority; to all cases affecting ambassadors, other public ministers and consuls; to all cases of admiralty and maritime jurisdiction; to controversies to which the United States shall be a party; to controversies between two or more states, between a state and citizens of another state, between citizens of different states; between citizens of the same state claiming lands under grants of different states, and between a state, or the citizens thereof, and foreign states, citizens, or subjects."*

* The Eleventh Amendment, adopted in 1798, changed this clause slightly. When a citizen of another state or of a foreign nation wishes to sue a state, he must sue in the courts of that state under its own laws and with its consent.

Clause I of Section 2 names the kinds of cases which may be tried in federal courts. Most of these cases may be put into two general classes, as shown below:

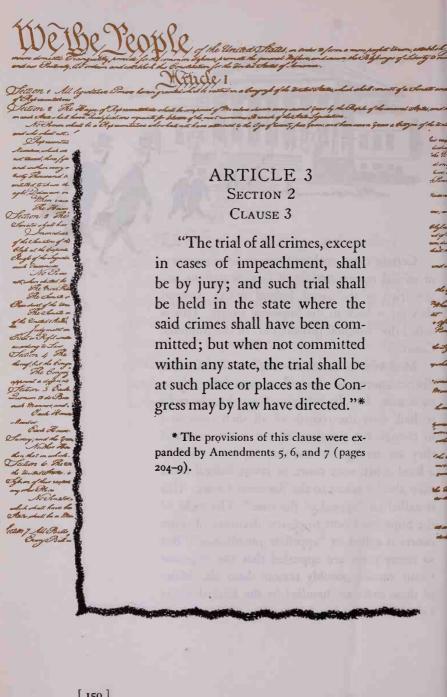


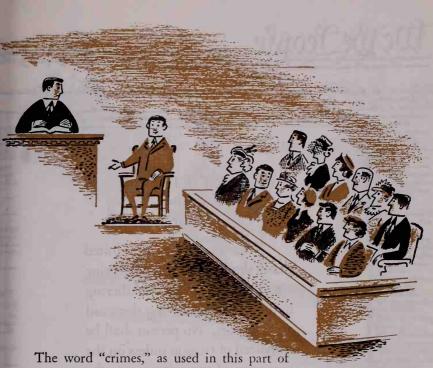




Court. Most other federal cases begin and end in the district courts, of which there is at least one in each state. But the Supreme Court has the right to look over the records of all such cases and to change the decisions of the lower courts if they are wrong. A case that has been tried in a local court, state court, or lower federal court may also be taken to the Supreme Court. This is called an "appeal of the case." The right of the Supreme Court to review decisions of other courts is called its "appellate jurisdiction." But so many cases are appealed that the Supreme Court cannot possibly review them all. Many of these cases are handled by the United States Courts of Appeal.

called the "original jurisdiction" of the Supreme



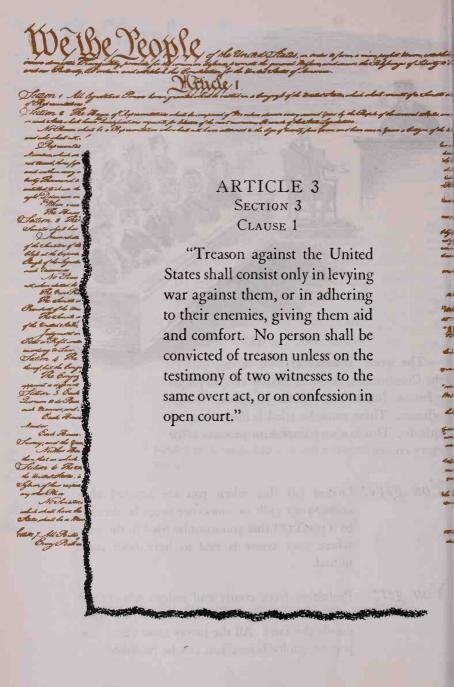


The word "crimes," as used in this part of the Constitution, does not include certain minor offenses. But it does include all other criminal offenses. These must be tried before a jury of citizens. This is a very important protection for

every citizen.

You give: Orders (a) that when you are accused of a crime, your guilt or innocence must be decided by a jury; (b) that you must be tried in the state where your crime is said to have been committed.

You get: Protection from courts and judges who might imprison or fine you unjustly. The jury must decide the facts. All the jurors must agree that you are guilty before you can be punished.

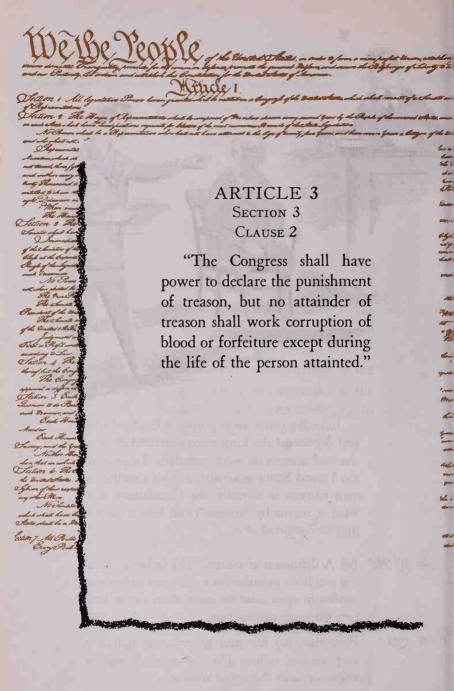


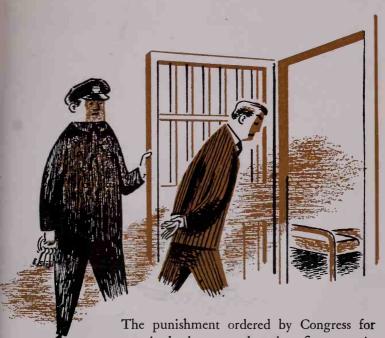


In earlier times, some people in England who had displeased the king were convicted of treason and sometimes were executed. To prevent the United States government from treating its own citizens so unjustly, the Constitution says what it means by "treason" and how a person may be convicted of it.

You give: (a) A definition of treason; (b) orders protecting you from punishment for treason unless you confess in open court or unless there are at least two witnesses against you.

You get: Protection (a) for your government against a very serious crime; (b) for yourself against vague or false charges of treason.





The punishment ordered by Congress for treason is death, or not less than five years in prison and a \$10,000 fine.

English rulers had sometimes punished the children of traitors by taking away their rights and their property. The second part of this clause of the Constitution protects the innocent relatives of a convicted traitor from unjust treatment.

You give: To Congress the power to set the punishment for treason, but you do not allow the traitor's relatives to be punished.

You get: (a) A certainty of severe punishment for one of the worst crimes that anyone can commit; (b) protection for innocent people.

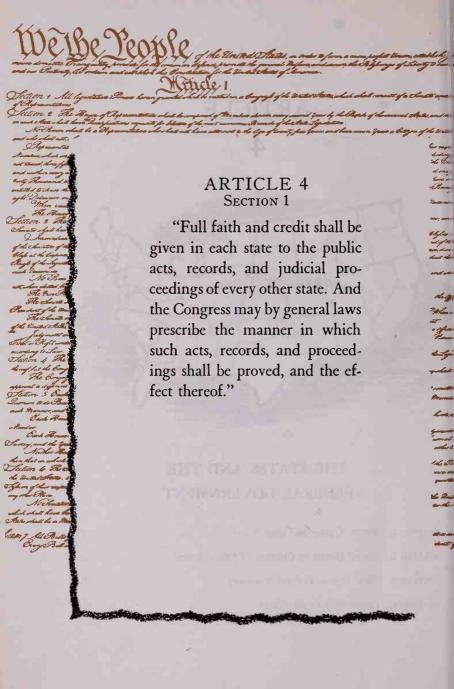


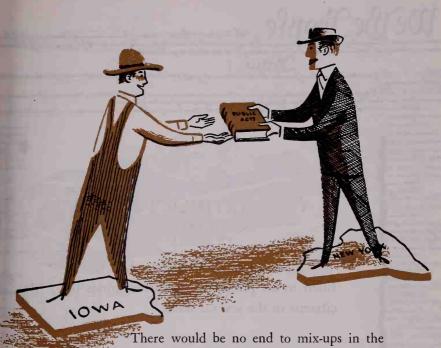
ARTICLE 4



THE STATES AND THE FEDERAL GOVERNMENT

SECTION I.	States' Duties to Other States	158
SECTION 2.	States' Duties to Citizens of Other States	160
Section 3.	New States; Federal Territory	164
SECTION 4.	Guarantees to the States	168

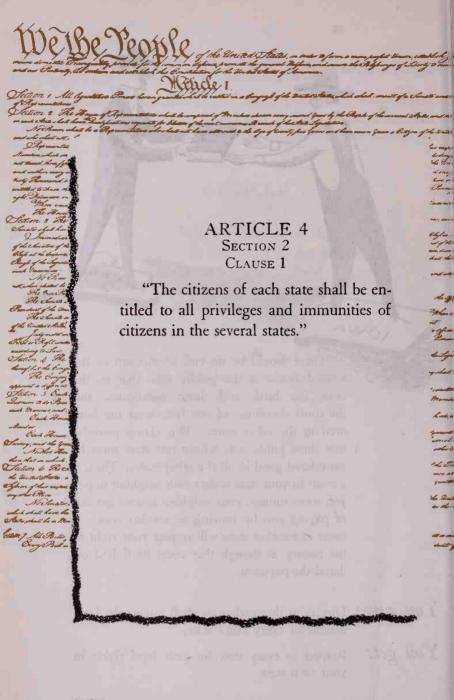


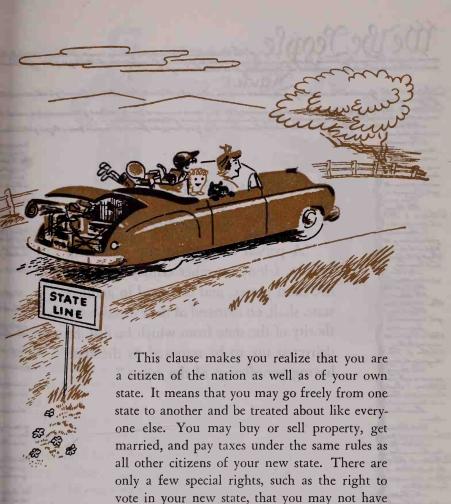


There would be no end to mix-ups in the United States if the public acts—that is, the laws, the birth and death certificates, and the court decisions—of one state were not honored in the other states. This clause provides that these public acts within one state must be considered good in all the other states. Thus, if a court in your state orders your neighbor to pay you some money, your neighbor cannot get out of paying you by moving to another state. A court in another state will respect your right to the money as though that court itself had ordered the payment.

You give: Directions that each state shall respect the legal actions of every other state.

You get: Respect in every state for your legal rights in your own state.

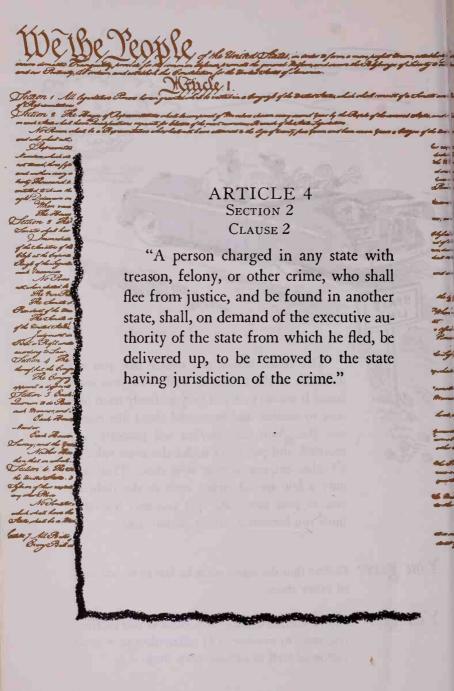


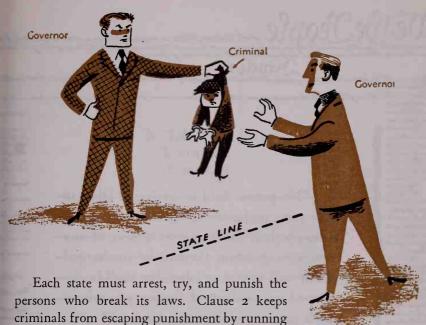


You give: Orders that the states must be fair to the citizens of other states.

until you become a citizen of that state.

You get: (a) Protection against unfairness as you go from one state to another; (b) citizenship in a great nation as well as in your own state.





persons who break its laws. Clause 2 keeps criminals from escaping punishment by running away to another state. It gives orders that criminals must be sent back to the states where their crimes were committed. This is called "extradition."

According to this clause, the executive authority (that is, the Governor) "shall" return the criminal to the state where he committed his crime. "Shall," however, has come to mean "may." In other words, a Governor cannot be forced to turn over a criminal if he sees good reason not to. In practice, however, a person accused or convicted of a crime is nearly always sent back, if caught, to the state where the crime was committed.

You give: Instructions for dealing with runaway criminals.

You get: Assurance that criminals cannot escape from the laws of one state by going to another state.

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ARTICLE 4 Section 2 Clause 3

"No person held to service or labor inone state, under the laws thereof, escapinginto another, shall, in consequence of anylaw or regulation therein, be dischargedfrom such service or labor, but shall be delivered up on claim of the party to whomsuch service or labor may be due."*

* This clause referred to runaway slaves. Amendment 13 made it meaningless. (See page 226.)

Section 3 Clause 1

"New states may be admitted by the Congress into this Union; but no new state shall be formed or erected within the jurisdiction of any other state, nor any state be formed by the junction of two or more states, or parts of states, without the consent of the Legislatures of the states concerned as well as of the Congress."

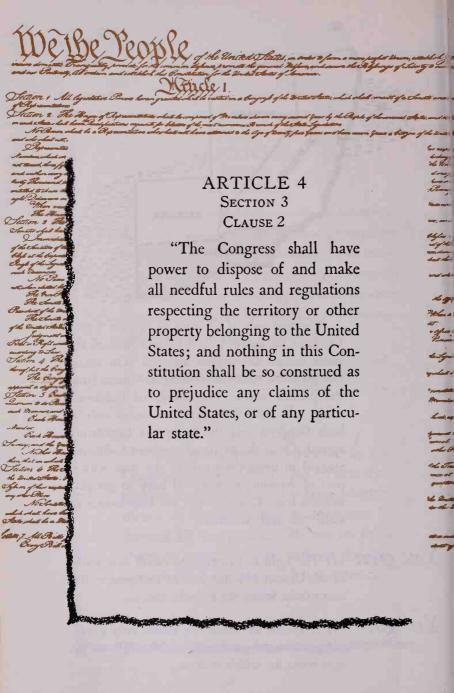


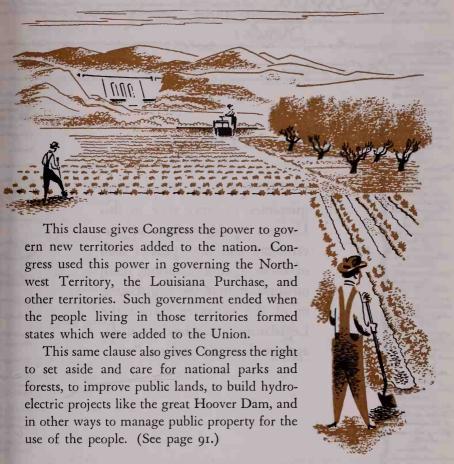
The first part of Clause 1 of Section 3 gave Congress the power to add to the Union all the states except the original thirteen. The clause also gives the rules for forming new states from the present states. The people of California could split their state into two states only if both Congress and the California Legislature agreed. Or, if the people of southern California wanted to unite their part of the state with a part of Arizona, they would have to get permission from Congress and the Legislatures of California and Arizona.

You give: (a) The right to Congress to admit new states to the Union; (b) instructions that protect the states from losing their lands.

You get:

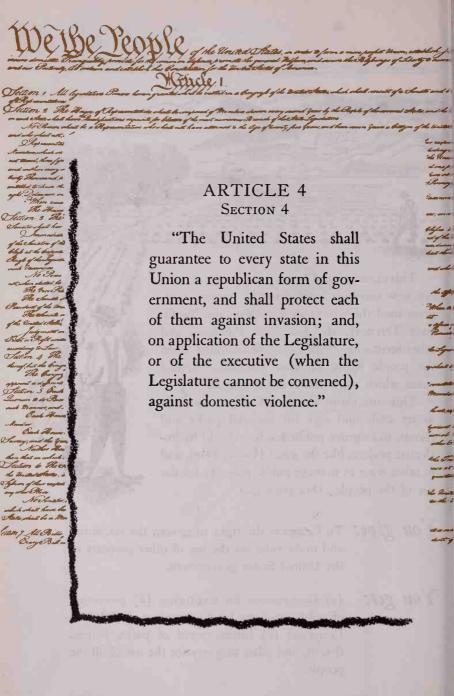
(a) A means by which the nation may grow; (b) protection from groups which might set up new states for selfish reasons.





You give: To Congress the right to govern the territories and make rules for the use of other property of the United States government.

You get: (a) Government for territories; (b) protection of public property by the members you elect to Congress; (c) improvement of parks, forests, deserts, and other property for the use of all the people.



The United States government guarantees to each of the states:

- 1. A "republican form of government."
- 2. Protection against invasion.
- 3. Protection, when needed, against riots or other disturbances within the state.

This clause outlines duties which the federal government promises to carry out for the states.

The Constitution does not say what "a republican form of government" is, but most people agree that in such a government these things are true: (1) The people alone have the power to make and run the government. (2) The elected representatives of the people make the laws. (3) The powers of the government are explained and limited by a written constitution.

Suppose that a state should adopt a government that did not obey those three principles. Then it would be the duty of the United States government to step in and set up a republican form of government in the state again.

GOVERNMENTS

FEDERAL.

STATE

You give: The responsibility to your federal government to protect the political rights, the property, and the lives of the people in all the states.

You get:

(a) Assurance that your state will not be turned into a dictatorship; (b) the whole force of the federal government to protect your state against invasion or against dangerous riots and other serious local troubles.



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serious local moubles.

ARTICLE 5



THE MAKING OF AMENDMENTS

How Changes in the Constitution Are Proposed and Adopted ARTICLE 5

"The Congress, whenever two-thirds of both houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the Legislatures of

two-thirds of the several states, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the Legislatures of three-fourths of the several states, or by conventions in three-fourths thereof, as the one or the other mode of ratification may be proposed by the Congress, provided that no--amendment which may be made prior to--the year one thousand eight hundred and--eight shall in any manner affect the firstand fourth clauses in the Ninth Section of the First Article, and that no state, without its consent, shall be deprived of its equal

suffrage in the Senate."



All through the summer of 1787, the delegates to the Constitutional Convention worked hard to finish the plans for the new government of the nation. When their work was nearly done, they felt that their plans would allow the citizens of the United States to live in peace. Each citizen could enjoy his own rights while also respecting the rights of others.

And yet, the wise men who wrote the Constitution were not entirely satisfied with it, and were not sure that they had thought of everything. They realized that, as the nation grew, future citizens would have problems quite different from their own. For these reasons, they wrote Article 5. Because of Article 5, changes in the Constitution can be made when necessary. The next few pages explain how such changes, called amendments, are made.

There are two main steps that must be taken to amend the Constitution. These are, first, the proposal of the amendment and, second, approval by the states.

Amendments may be proposed in two ways: (1) by a two-thirds vote in both the Senate and the House of Representatives; (2) in a national convention called by Congress when asked to do so by the Legislatures of two-thirds of the states.

Approval by the states of an amendment, called ratification, may also be obtained in two ways: (1) by the Legislatures of the states; (2) by special conventions called in the states. Congress decides which method of ratification shall be used. If three-fourths of the states approve the amendment, by either method, it becomes a part of the Constitution and a law for all the states.

AMENDMENTS ARE PROPOSED BY

TWO-THIRDS OF EACH HOUSE OF CONGRESS

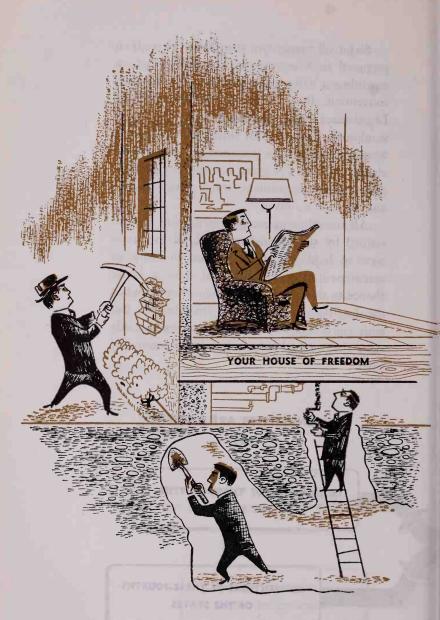
OR

NATIONAL CONVENTIONS
CALLED BY CONGRESS

So far, all twenty-two amendments have been proposed in Congress. It is unlikely that an amendment will ever be proposed by a national convention. By the time two-thirds of the state Legislatures could ask Congress to call a convention for proposing an amendment, Congress would probably have proposed the amendment already. When Congress, not the Legislatures, proposes an amendment, much time, trouble, and expense are saved.

All amendments except Amendment 21 were ratified by state Legislatures. If all the states were to hold special conventions to ratify an amendment, the voters would have a better chance to show their wishes than they do when the Legislatures ratify that amendment. But such conventions would be much more costly than the method which has been commonly used.

AMENDMENTS ARE RATIFIED BY LEGISLATURES OF THREE-FOURTHS OF THE STATES OR CONVENTIONS IN THREE-FOURTHS OF THE STATES



THE AMENDING PROCESS PREVENTS THIS!

Article 5, by which the Constitution sets up ways to change the Constitution itself, is one of the most important ideas included in our American form of government. When enough of the people in the nation want to make a change in the government, they may do so in an orderly way. The people may vote for representatives, both in Congress and in their state Legislatures, who will carry out the change.

In the United States it is not necessary for the people to use revolution and bloodshed to change the government. You may sometimes hear of groups of people "going underground"—that is, acting secretly against the government—or "plotting to overthrow the government of the United States."

When you hear about such groups, you should be suspicious of them. These people may be unwilling to follow the rules for changing the government which are outlined in the Constitution.



It is not easy to amend the Constitution. The men who wrote it had good reasons for making it hard to change. With their thorough knowledge of government and their practical experience, they wrote what they hoped was a sound and lasting Constitution. Yet they knew that changes in the country might make changes in its government necessary. They wanted the people to be able to change the plan—but only after a very large majority of the people had agreed that changes were necessary.

Since 1788, when the Constitution was adopted, many amendments have been suggested and talked over. But only twenty-seven amendments have been officially proposed and only twenty-two have been adopted. This small number of changes in more than one hundred and sixty years shows how wisely the men at the Constitutional Convention did their work. They put in the most important rules and ideas that would be needed in a strong Constitution; but they did not put in many little details. If they had, many of these details would have had to be changed later. As a result, our nation

might not have been so strong as it is today.

Because it is not easy to change the Constitution, foolish or dangerous amendments are not likely to be accepted. The people must think carefully about every amendment that is suggested. They argue about it on street corners, in the newspapers, and over the radio. After studying what the people say, Congress plans an amendment carefully and then votes on whether or not to propose it. If an amendment is proposed, the state Legislatures vote on whether or not to add it to the Constitution.

Article 5 concludes "that no state, without its consent, shall be deprived of its equal suffrage in the Senate." This means that every state, no matter how large or small its population, shall always be allowed to have two Senators in Congress, according to Article 1, Section 3. The states with small populations had insisted on this right. Here in Article 5 they insisted again that, unless a state gave permission, no amendment should ever be made that would take away its right to two Senators.

You give: Permission for the Constitution to be changed, but only through the federal and state governments' working together.

You get:

(a) A means by which amendments can be made when they become necessary or desirable;

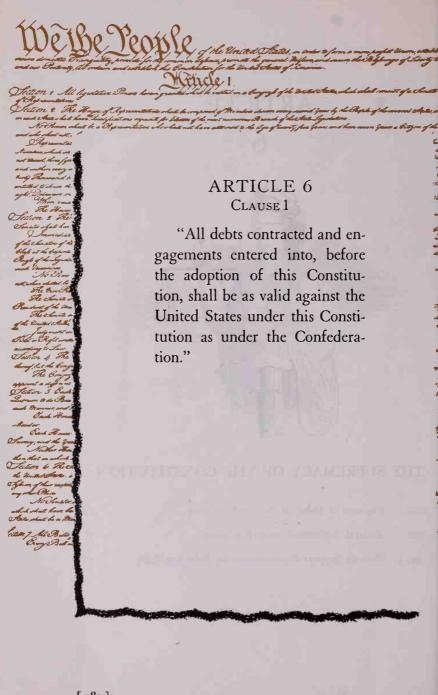
(b) assurance that the Constitution will be changed only when a very large majority of the people want the change.

ARTICLE 6



THE SUPREMACY OF THE CONSTITUTION

CLAUSE I.	Payment of Debts of the Confederation	182
CLAUSE 2.	Federal Supremacy over the States	184
CLAUSE 2	Oath to Support the Constitution: Religious Tests	T86

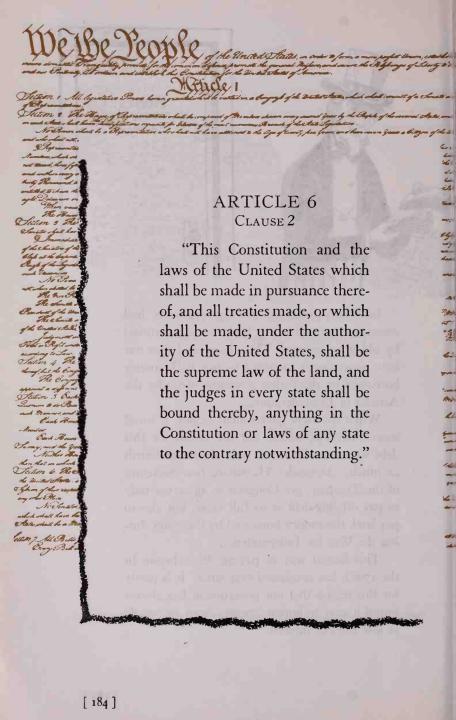




In other countries, new governments had sometimes refused to pay back money borrowed by old governments. This clause said that our new government intended to pay back money borrowed by the earlier government under the Articles of Confederation.

When the new government began, it owed more than \$50,000,000, but the bonds for this debt were actually worth only about one-fourth as much. Alexander Hamilton, first Secretary of the Treasury, got Congress to agree not only to pay off this debt at its full value, but also to pay back the money borrowed by the states during the War for Independence.

This honest way of paying debts, begun in the 1790's, has continued ever since. It is partly for this reason that our government has always found it easy to borrow money from its people at low rates of interest.



The Constitution speaks of only two kinds of government—federal and state—to which the people have given certain powers. State governments, however, have given up part of their powers to local governments—in counties, towns, and cities. Thus, in practice, we have three levels of government, each with certain powers.

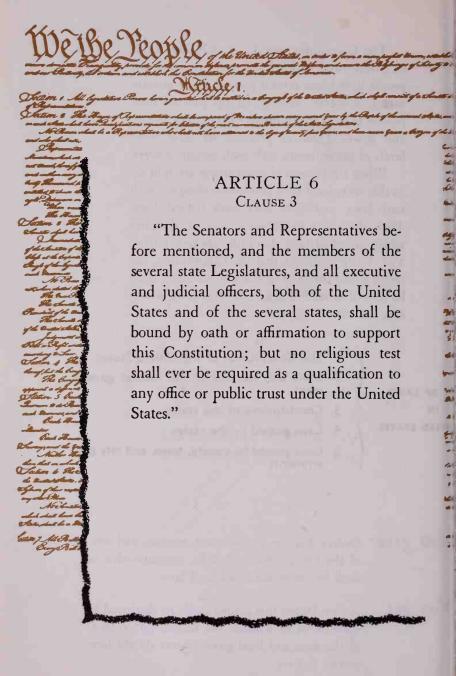
When the powers of government are split up in this way, local laws sometimes disagree with state laws, and state laws with federal laws. Then there has to be some way of deciding which group of laws should be obeyed. Clause 2 of Article 6 directs that the Constitution, the treaties, and the laws of the United States shall be obeyed instead of state and local laws, whenever the laws disagree.

IN UNITED STATES

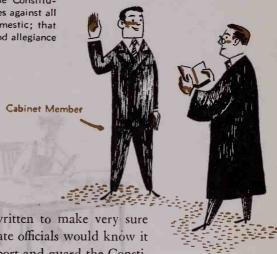
- 1. The Constitution of the United States
- 2. Laws and treaties of the federal government
- 3. Constitutions of the states
- 4. Laws passed by the states
- 5. Laws passed by county, town, and city governments

You give: Orders that the Constitution, treaties, and laws of the United States shall be supreme—that is, shall be above state and local laws.

You get: A firm Union that cannot easily be destroyed by quarrels as to whether the federal government or the state and local governments should have certain powers.



"I do solemnly swear that I will support and defend the Constitution of the United States against all enemies, foreign or domestic; that I will bear true faith and allegiance to the same . . ."



This clause was written to make very sure that all federal and state officials would know it was their duty to support and guard the Constitution. Without the Constitution to protect us, we, the citizens, might soon lose many or all of our rights and liberties.

The men who wrote the Constitution believed that religion and government should be kept separate. The last words of this clause, therefore, rule that nobody shall be kept from becoming an official of the federal government because of his religion.

You give: Instructions requiring every official of the federal and state governments to swear that he will uphold the Constitution.

You get: The solemn assurance of your government officials that they will be loyal to the trust you place in them.



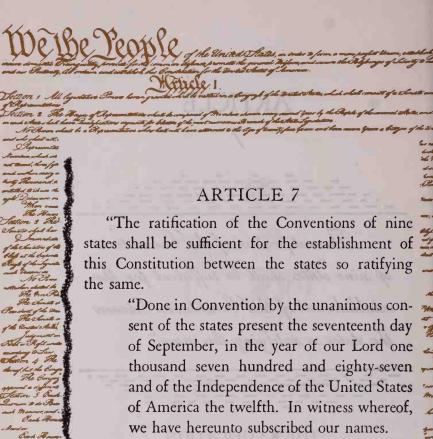
ARTICLE 7

"The ratification of the Conventions of nine states shall be sufficient for the establishment of this Constitution between the states so ratifying the same."



THE RATIFICATION OF THE CONSTITUTION

How the Constitution Was to Be Adopted, Along with the Signatures to the Constitution



e hereunto subscribed our names.

George Washington, President and Deputy
from Virginia

Attest: WILLIAM JACKSON, Secretary

NEW HAMPSHIRE DELAWARE John Langdon George Read Nicholas Gilman Gunning Bedford, Ir. John Dickinson MASSACHUSETTS Richard Bassett Nathaniel Gorham Iacob Broom Rufus King MARYLAND CONNECTICUT James McHenry William Samuel Johnson Dan of St. Thomas Jennifer Maghangl Roger Sherman Daniel Carroll NEW YORK VIRGINIA Alexander Hamilton John Blair NEW JERSEY James Madison, Jr. William Livingston NORTH CAROLINA

William Livingstor
David Brearley
William Paterson
Jonathan Dayton

PENNSYLVANIA
Benjamin Franklin
Thomas Mifflin
Robert Morris
George Clymer
Thomas Fitzsimons
Jared Ingersoll
James Wilson
Gouverneur Morris

NORTH CAROLINA
William Blount
Richard Dobbs Spaight
Hugh Williamson

SOUTH CAROLINA
John Rutledge
Charles Cotesworth Pinckney
Charles Pinckney
Pierce Butler

GEORGIA William Few Abraham Baldwin

(Note: Rhode Island sent no delegate to the Constitutional Convention.)



DISCUSSION OF CONSTITUTION

After the Constitutional Convention, the Constitution was sent to Congress. In the debate which followed, John Adams said, "Our people must be consulted, invited to erect the whole building with their own hands, upon the broadest foundations." Adams wanted to be sure that the nation's government would be built to suit the wishes of the people.

In September 1787, Congress sent copies of the Constitution to the thirteen states for ratification. Within a year, eleven states ratified the famous document, making it the supreme law of the land.

George Washington became the first President in 1789. Before the summer of 1790, all thirteen states had ratified the Constitution. As members of a strong Union they had promised

to build a new government for all the nation's citizens.

But there were many people who feared the new government and said that the Constitution should have more rules protecting the citizens. The First Congress, therefore, proposed twelve amendments to the states for ratification. Ten of these, called the Bill of Rights, were ratified in 1791. All the states have included similar bills of rights in their own constitutions.



AMENDMENTS TO THE CONSTITUTION

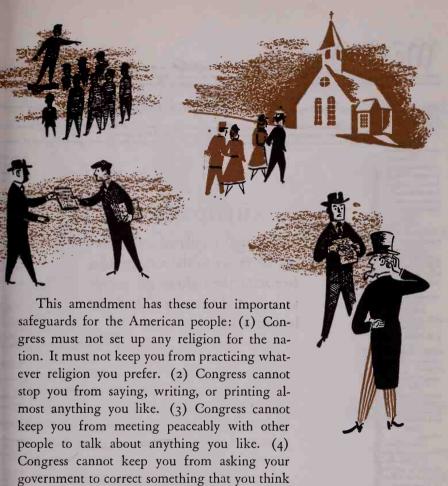
I - 10

THE BILL OF RIGHTS

Adopted in 1791

AMENDMENT I.	Freedom of Religion, Press, Speech, Assembly, and Petition	196
AMENDMENT 2.	Right to Bear Arms	198
AMENDMENT 3.	Quartering of Soldiers	200
AMENDMENT 4.	Arrests and Searches; Warrants	202
AMENDMENT 5.	Rights of Persons Accused of Crimes	204
Amendment 6.	Rights of Persons on Trial for Crimes	206
AMENDMENT 7.	Jury Trials in Civil Cases	208
Amendment 8.	Limitations on Bail and Punishments	210
AMENDMENT 9.	Rights Kept by the People	212
AMENDMENT 10.	Powers Kept by the States or by the People	214

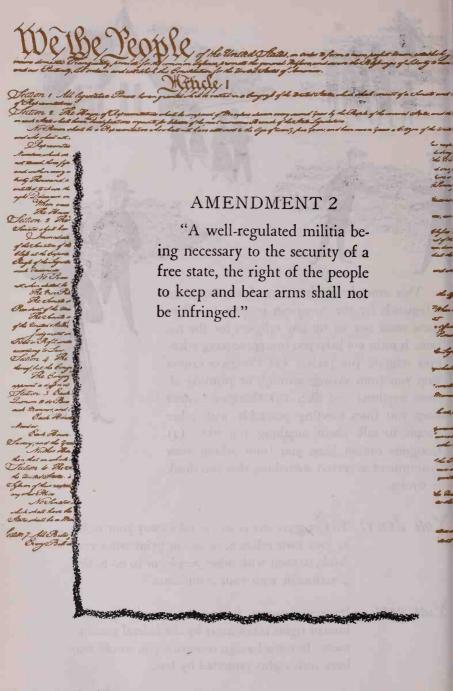
AMENDMENT 1 "Congress shall make no law respecting an establishment of. religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

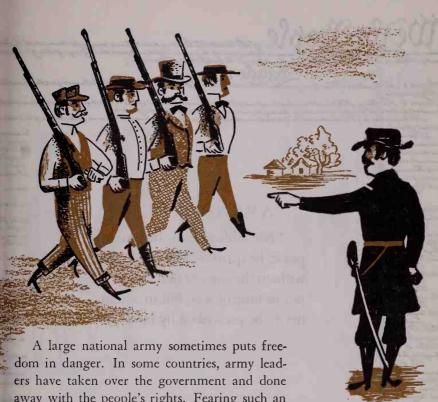


You deny: To Congress any power to take away your right to your own religion, to say or print what you think, to meet with other people, or to go to the government with your complaints.

is wrong.

You get: Protection against having these four important human rights taken away by the federal government. In some foreign countries, you would not have such rights protected by law.

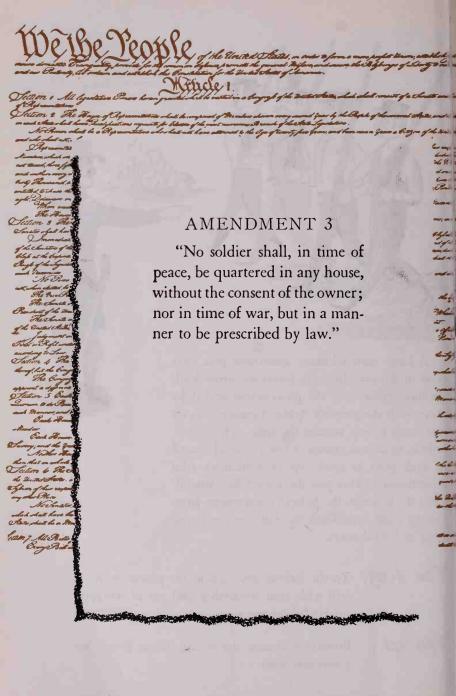




dom in danger. In some countries, army leaders have taken over the government and done away with the people's rights. Fearing such an army, our people wanted the right to have state militia, or citizen armies. (The National Guard in each state is made up of volunteers who are citizens.) This was the reason for Amendment 2. It keeps the federal government from passing rules forbidding the state militia to use arms in lawful ways.

You deny: To the federal government the power to interfere with your ownership and use of weapons for lawful purposes.

You get: Protection against the wrong use of power by a national army.

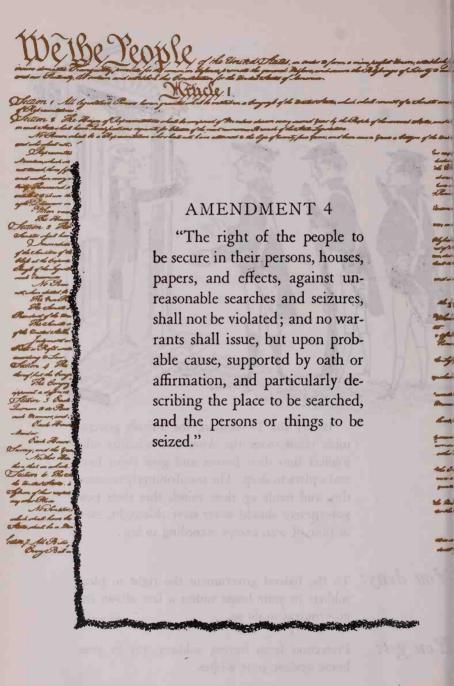




Before the Revolution, the British government often made the American colonists take soldiers into their homes and give them food and a place to sleep. The people bitterly resented this, and made up their minds that their new government should never have this right, even in time of war, except according to law.

You deny: To the federal government the right to place soldiers in your home unless a law allows the government to do so.

You get: Protection from having soldiers stay in your home against your wishes.





An old English law said that officers of the government must not arrest a person or search his home without the legal right to do so. But British officers in America had often broken this law. The people added this amendment to prevent such arrests and searches without a warrant from a judge. A warrant is a legal paper giving permission to arrest a person or search his home. A judge must not give out a warrant unless he is sure that there is good reason for it.

You deny: To any federal officer the right to arrest you or to search your home or other property unless he has a warrant to do so.

You get: Protection of your liberty and your privacy except when it seems probable that you have broken the law.

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AMENDMENT 5

"No person shall be held to answer for a capital or other infamous crime unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the militia, when in actual service, in time of war or public danger; nor shall any person be subject, for the same offense, to be twice put in jeopardy of life or limb; nor shall be compelled, in any criminal case, to be a witness against himself; nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation."



"I must warn you! Anything you say may be used against you!"

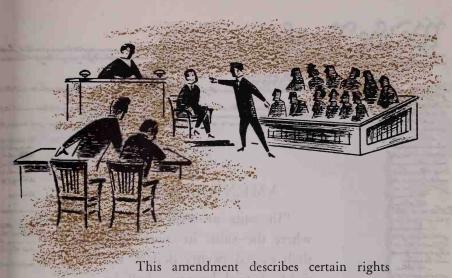
The first half of this amendment means this: The federal government cannot bring you to trial for a serious crime until a grand jury has decided that a crime has really been committed, and that you probably committed it. (Capital crimes are those which may be punished by death. Infamous crimes are those which may be punished by more than one year in prison.)

The rest of this amendment names certain other things that the federal government cannot do: (1) If you have been tried and found not guilty, the government cannot try you again for the same crime. (2) When you are being tried for a crime, the government cannot force you to say anything to injure yourself. (3) The government cannot execute or imprison you, or take away your property, except according to fair methods under the law. (4) If the government needs your property for some good reason, it must pay you a fair price for this property.

You deny: To the government certain powers over your life, your liberty, and your property.

You get: Protections that are very important to you as a free person.

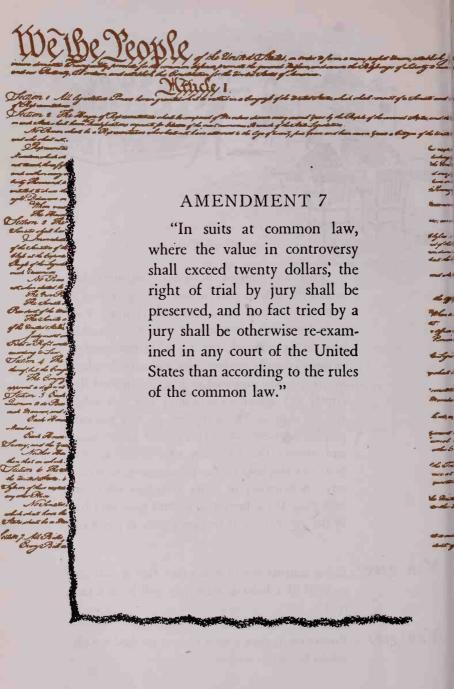
AMENDMENT 6 "In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense."

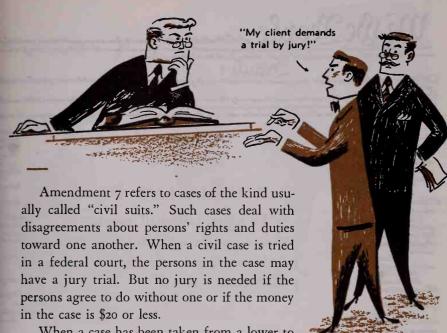


This amendment describes certain rights which the federal government must give you if you are arrested on a criminal charge. You must have: (1) a public trial as soon as possible after being arrested; (2) a jury of fair-minded citizens (usually twelve) who live near the place where you are supposed to have committed the crime; (3) information telling you just what you are supposed to have done, so that you can prepare your defense; (4) a chance to see, hear, and answer the witnesses who speak against you; (5) the help of the government, if necessary, in bringing to court witnesses who can help you; (6) a lawyer to defend you, paid for by the government if you are unable to pay him.

You give: Exact instructions to make sure that if you are accused of a federal crime you will have a fair trial.

You get: Protection against a trial by any method which might be unfair to you.



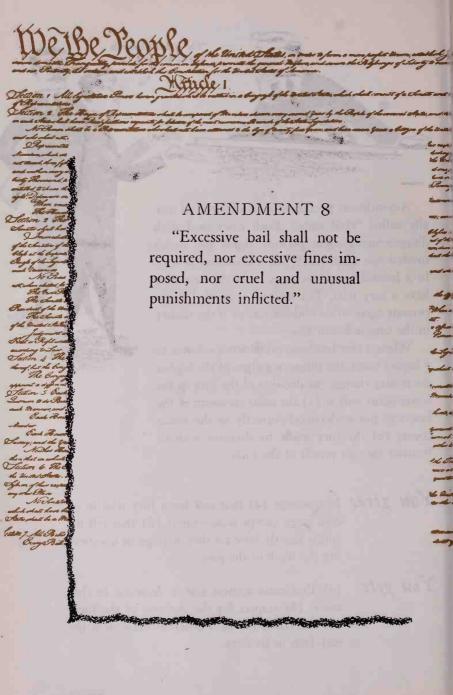


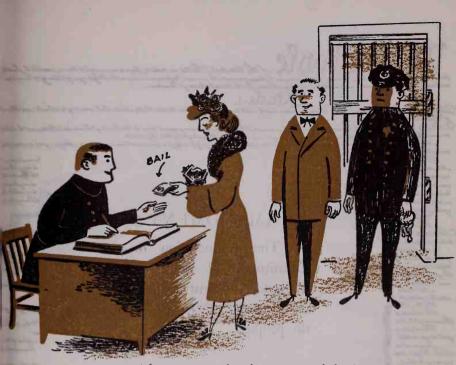
When a case has been taken from a lower to a higher court, the judge or judges of the higher court may change the decision of the jury in the lower court only if (1) the exact meaning of the law was not understood correctly in the lower court; (2) the jury made its decision without hearing enough proofs of the facts.

You give: Instructions (a) that call for a jury trial in all civil cases except minor ones; (b) that tell the courts exactly how far they may go in questioning the work of the jury.

You get:

(a) Protection against unfair decisions in civil cases; (b) respect for the decision of the jury; (c) the possibility of a different decision if the jury fails in its duty.

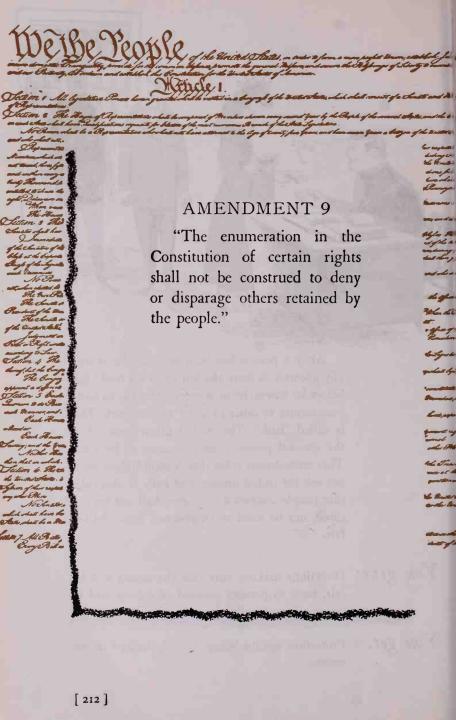




After a person has been arrested, he is usually allowed to leave the jail until his trial. But before he leaves, he or someone else has to hand over money or other property to the court. This is called "bail." The bail is given back when the accused person comes to court to be tried. This amendment rules that federal judges must not ask for unfair amounts of bail. It also rules that people convicted of crime shall not be tortured, nor be fined or imprisoned more than is fair.

You give: Directions making sure that the courts will be fair, both to persons accused of crimes and to persons found guilty.

You get: Protection against being unfairly treated in the courts.



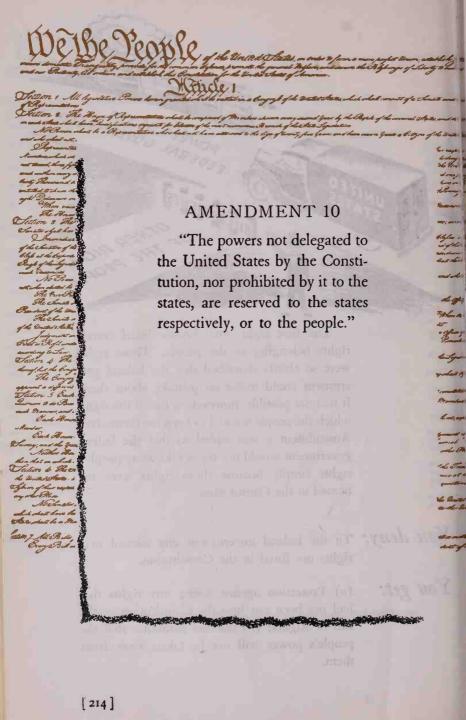


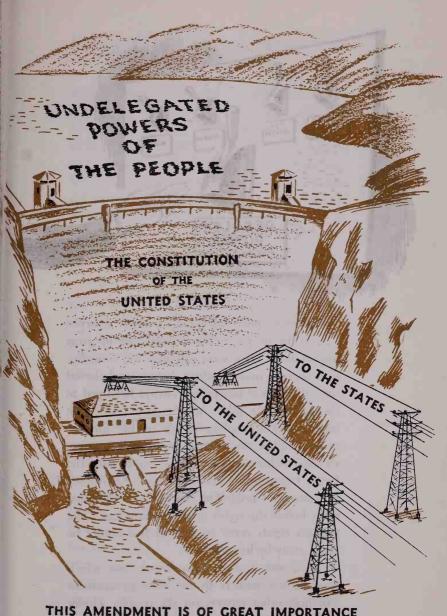
The first eight amendments listed certain rights belonging to the people. Those rights were so clearly described that the federal government could make no mistake about them. It was not possible, however, to list all the rights which the people wanted to keep for themselves. Amendment 9 was added so that the federal government would not try to take away people's rights simply because those rights were not named in the Constitution.

You deny: To the federal government any control over rights not listed in the Constitution.

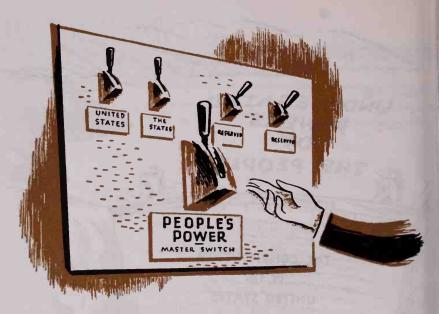
You get:

(a) Protection against losing any rights that had not been put into the Constitution or the Bill of Rights; (b) another assurance that the people's power will not be taken away from them.





THIS AMENDMENT IS OF GREAT IMPORTANCE TO YOU



"Powers not delegated . . . are reserved to the people." Those words are of great importance. They were put into the Constitution because many leading Americans believed that all political power has always belonged to the people. As John Adams once said, "You have rights antecedent to all earthly governments; rights that cannot be repealed or restrained by human laws; rights derived from the Great Legislator of the Universe." Or, to say it in simpler words: The people have rights that come before the rights of the government. The people's rights come from God and cannot be taken away by human laws.

Each state had its own constitution which gave certain powers to the state government and kept other powers for the people. Under the Articles of Confederation, the states had given a few of their powers to the national government. But in the Constitution of the

United States, the people were assigning powers directly to the national government.

Amendment 10 was added to the Constitution because many people feared that the new national government might try to use powers it had not been given. This amendment made it clear that the federal government was to have only those powers given to it by the Constitution. Certain powers were to be kept by the states. All other powers were to be kept by the people. These powers kept by the people were not to be used at all unless the people decided to give them to the federal government by amending the Constitution.

State governments use their many powers to aid education, improve roads, furnish police protection, guard public health, and in other ways. The states give some of their powers for carrying out these duties to county, town, and city governments.

The constitutions of the states contain "bills of rights" much like the one in the national Constitution. Thus, the people have told their state governments exactly what powers they are trusting to the states and what powers they are keeping in their own hands.

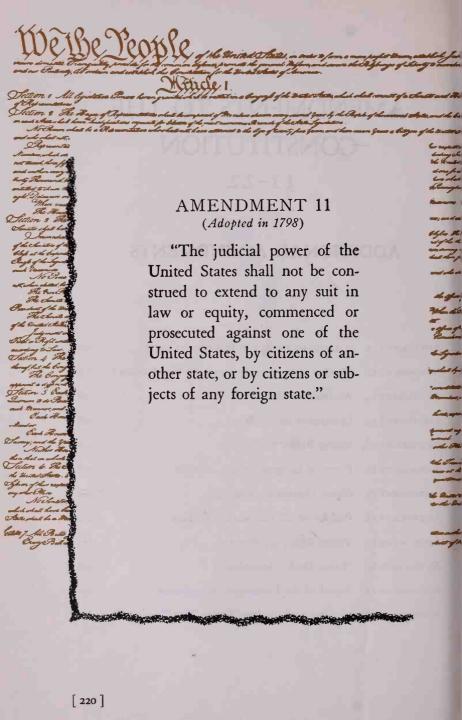
Amendment 10 is the last amendment making up the Bill of Rights of our Constitution. These amendments name important safeguards for all citizens of the United States. In many other nations throughout the world there are millions of people who have no bills of rights to protect them. But the Constitution and its Bill of Rights helps all United States citizens to keep their rights to "life, liberty, and the pursuit of happiness."

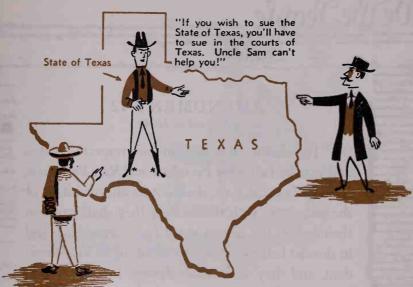
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AMENDMENTS TO THE CONSTITUTION 11-22

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This amendment was added to make clear the meaning of Article 3, Section 2, Clause 1 (page 146). That clause said that federal courts could try cases "between a state and citizens of another state." When approving the Constitution, the states thought this meant (1) that a state could bring a citizen of another state into a federal court, and (2) that no state could be brought without its consent into a federal court by a citizen of another state. When the Supreme Court ruled under Article 3 that a citizen of one state or of a foreign country could sue another state in a federal court, the states asked for Amendment 11.

You give: An explanation of the power of the federal courts to judge certain kinds of cases.

You get: Protection for a power of the states.

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AMENDMENT 12

(Adopted in 1804)

"The electors shall meet in their respective states, and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit, sealed, to the seat of the government of the United States, directed to the President of the Senate; the President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes for President shall be the President, if such number be a majority of the whole number of electors appointed; and if no person have such majority, then from the persons having the highest numbers, not exceeding three, on the list of those voted for as President, the House of



Amendment 12 changes Article 2, Section 1, Clause 3 (page 114). This amendment makes members of the Electoral College vote for a President and a Vice-President on separate ballots. The amendment became necessary after the election of 1800. By that time political parties had begun to select candidates. All electors of the Democratic-Republican party voted for Thomas Jefferson and Aaron Burr. This made a tie vote when the ballots were counted. Most of these electors wanted Jefferson for President and Burr for Vice-President. But when the tie vote was sent to the House of Representatives to be broken, the Federalist party very nearly voted to make Burr instead of Jefferson the President, against the wishes of the majority.

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Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. And if the House of Representatives shall not choose a President, whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in case of the death or other constitutional disability of the President. The person having the greatest number of votes as Vice-President shall be the Vice-President, if such number be a majority of the whole number of electors appointed and if no person have a majority, then, from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States."

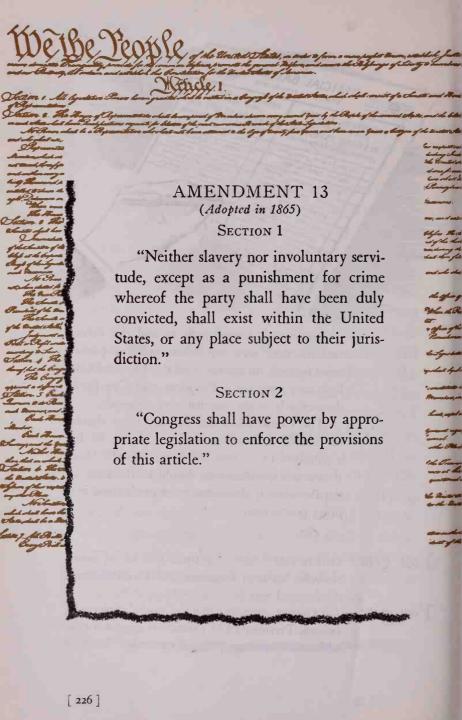


Because of Amendment 12 and the voting customs that grew up when political parties were formed, all members of the Electoral College now vote for a President and Vice-President exactly as the popular vote demands.

The Constitution did not say what should be done if a President was not chosen by Inauguration Day. Nor did it say that the Vice-President's qualifications should be the same as the President's. Amendment 12 made these and other points clearer.

You give: Orders that make sure there will be no more tie votes between President and Vice-President.

You get: (a) Greater assurance that the voters' choice will become President; (b) protection against a possible cause of bitter political quarrels.



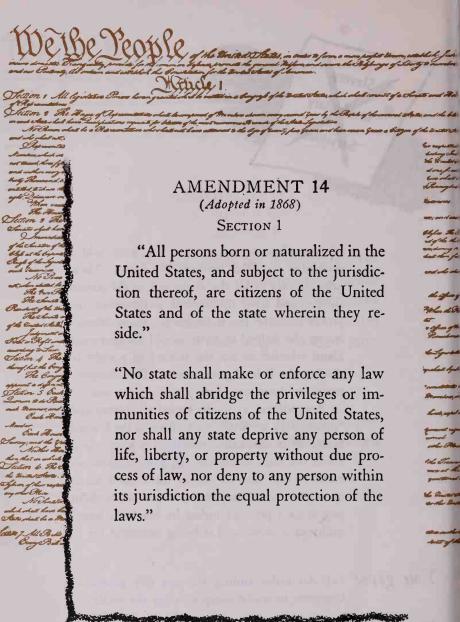


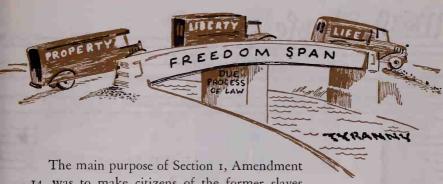
Amendments 13, 14, and 15 were added soon after the War Between the States. These amendments order the states not to do certain things, and give the federal government the power to make the states obey. These amendments also helped to settle an old disagreement about whether or not the states had a right to disobey the federal government. This disagreement had been one of the causes of the war.

Amendment 13 finally ended all slavery and "involuntary servitude" anywhere in the United States or its territories. Involuntary servitude is about the same as slavery. In general, Amendment 13 says that no one in the United States or its possessions may be made to work without pay or as a prisoner unless he has been found guilty of a crime and is being punished for it.

You give: (a) An order ending slavery; (b) power to Congress to make everyone obey the order.

You get: Protection against forced labor or imprisonment for all persons except criminals.





14, was to make citizens of the former slaves and to keep the states from taking away their rights of citizenship.

Section I has a wider meaning than it had when it was written. It is now one of the most important parts of the Constitution. This section says that persons who were born or naturalized in the United States are citizens, both of the United States and of the state they live in. It also orders the states not to take away the rights of United States citizens.

Most important are the words: "nor shall any state deprive any person of life, liberty, or property without due process of law." These words have come to have these meanings: (1) The states must use fair, legal methods when they try to take away a person's life, liberty, or property. (For example, a man must not be beaten to make him confess to a crime.) (2) The states must not take away certain kinds of rights and privileges no matter how legally it is done. The words are used, for example, to protect freedom of speech, press, and assembly from interference by the states.

The last words of this section mean that whatever rights are given or rules are made, they must be the same for everyone.

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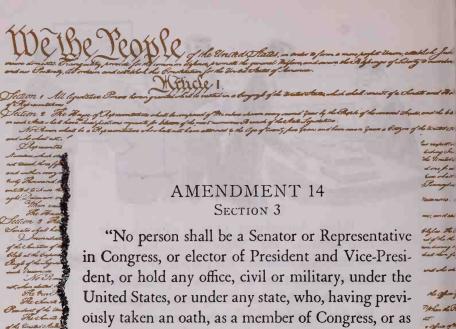
AMENDMENT 14
Section 2

"Representatives shall be apportioned among the several states according to their respective numbers, counting the whole number of persons in each state, excluding Indians not taxed. But when the right to vote at any election for the choice of electors we are for President and Vice-President of the United States, Representatives in Congress, the executive and judicial officers of a state, or the members of the Legislature thereof, is denied to any of the male inhabitants of such state, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such state."

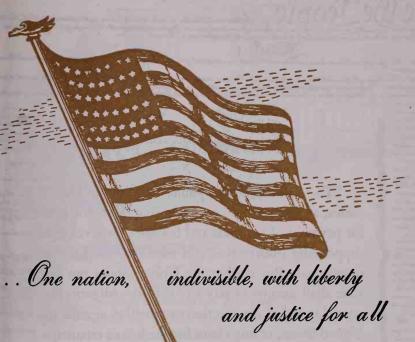


counted in the census. The purpose of the census was to find out how many Representatives each state might send to Congress (see page 20). But this amendment ruled that everyone was to be counted except Indians who did not have to pay taxes.

The Republicans knew that Amendment 14 would add to the number of Representatives from the Southern states, where the white population usually voted Democratic. The Republicans were afraid that they might lose some of their power in Congress unless the freed slaves, or freedmen, who were favorable to the Republican party, were allowed to vote. According to this amendment, if the white Southerners did not let the freedmen vote, their states would not be allowed to count those freedmen in their total population. Then the Southern states could not send as many Representatives to Congress as they could if they allowed their freedmen to vote.

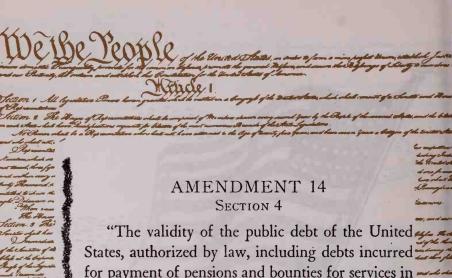


"No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any state, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any state Legislature, or as an executive or judicial officer of any state, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may, by a vote of two-thirds of each house, remove such disability."



Before the War Between the States, many leaders of the Confederacy had been officials of the United States government or had held offices in state governments. When those leaders took office they swore oaths to support the Constitution. After the war, Congress decided that these men had broken their oaths when they joined or helped the Confederate forces. Congress, therefore, set out to punish these men by keeping them from holding public office again.

Because of Section 3 of Amendment 14, the Southern states lost many of their leaders. But in 1872 Congress ended this punishment for most of the men who had served the Confederacy. In 1898 all others were finally pardoned.



"The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection and rebellion, shall not be questioned. But neither the United States nor any state shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations, and claims shall be held illegal and void."

SECTION 5

"The Congress shall have power to enforce, by appropriate legislation, the provisions of this article."

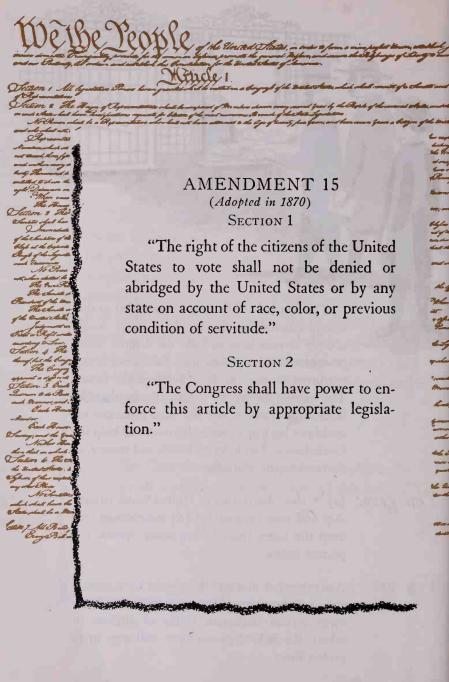


Congressmen from the Southern states would not try to pass laws to keep the United States government from paying back the money it had borrowed during the War Between the States. The second part made certain that neither the federal government nor the state governments could pay back any money borrowed to help the Confederacy. Confederate bonds and money, of

course, became worthless.

You give: (a) A clear description of United States citizenship and state citizenship; (b) instructions that keep the states from taking away certain important rights.

You get: Assurance (a) that all who should have citizenship will have it; (b) that if any state takes away certain important rights of citizens or others, the federal government will step in to protect them.

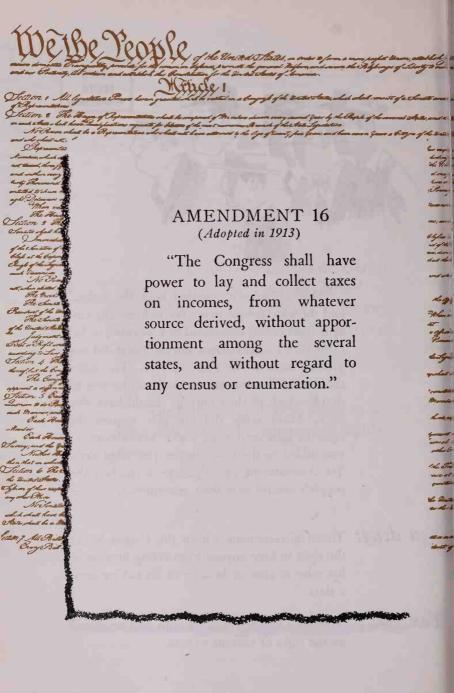




This amendment ordered both the federal and the state governments not to keep any citizens from voting because of race or color, or because they had once been slaves. Yet it did not give all citizens the right to vote. The states could obey the amendment and still be free to decide which of their citizens should have this right. Many states did not give women the right to vote until 1920, when Amendment 19 was added to the Constitution (see page 245). Yet Amendment 15 helped to strengthen the people's control over their government.

You deny: To all governments within the United States the right to keep anyone from voting because of his color or race, or because of his having been a slave.

You get: Assurance that fewer restrictions will be placed on the right of citizens to vote.





to collect taxes, but makes rules as to how this may be done (see pages 23, 64, and 98). One rule is that the amount of direct taxes taken from any state must depend on the number of

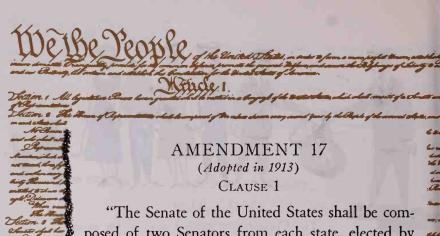
people in that state.

In 1894 Congress passed a law taxing the incomes of the people in all the states. The following year the Supreme Court decided that this income tax law was unconstitutional. This law, the Court said, levied a direct tax in a way that did not take into account the number of people living in each state.

The federal government needed the money from the income tax to pay its growing expenses. For that reason, Amendment 16 was added to the Constitution. This amendment makes it constitutional for Congress to tax all kinds of incomes. The federal government now gets more of its money by taxing incomes than it gets in any other way.

You give: The federal government power to tax all incomes.

You get: Money to run the federal government.



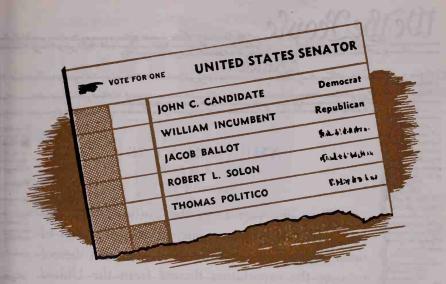
"The Senate of the United States shall be composed of two Senators from each state, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state Legislatures."

CLAUSE 2

"When vacancies happen in the representation of any state in the Senate, the executive authority of such state shall issue writs of election to fill such vacancies: *Provided*, That the Legislature of any state may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the Legislature may direct."

CLAUSE 3

"This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution."



Before 1913, United States Senators were not elected by the voters; they were chosen by their state Legislatures (page 28). This method gave the voters little control over the Senate. Besides, the method did not work very well. For instance, some members of the Legislatures were suspected of taking bribes to choose certain men as Senators. It was finally decided that the voters should elect Senators just as they elect Representatives. Amendment 17 makes this the law of the nation.

You give: Instructions that Senators are to be elected directly by the voters.

You get: An elected Senate, which pays more attention to the wishes of the voters than did a Senate chosen by the Legislatures.

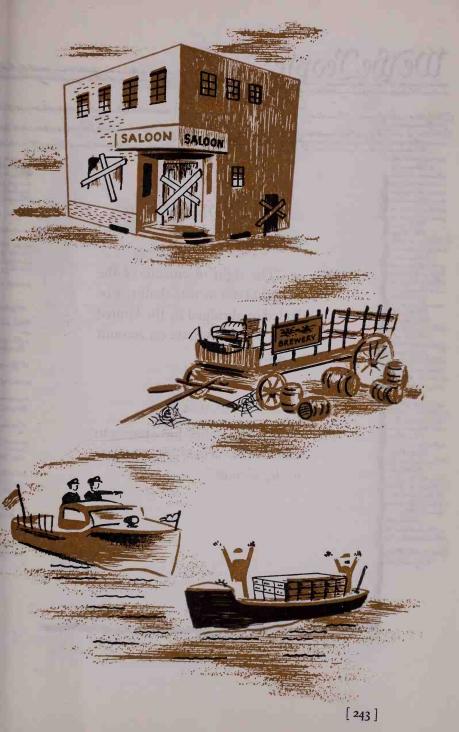
AMENDMENT 18 (Adopted in 1919) SECTION 1 "After one year from the ratification of this -article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereofinto, or the exportation thereof from the United-States and all territory subject to the jurisdictionthereof for beverage purposes is hereby prohibited." Section 2 "The Congress and the several states shall have

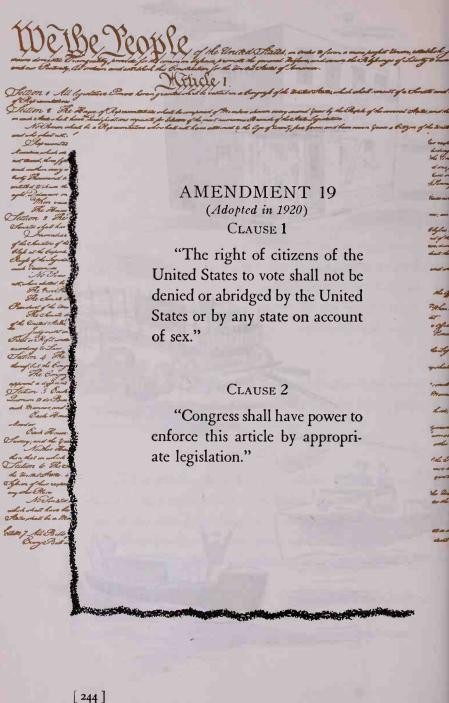
-concurrent power to enforce this article by appro--priate-legislation."

SECTION 3

"This article shall be inoperative unless it shall -have been ratified as an amendment to the Consti tution by the Legislatures of the several states, as -provided in the Constitution, within seven years from the date of the submission hereof to the states--by the Congress." *

* Amendment 18 was repealed by Amendment 21 (see page







In the early years of our country, women had little chance to take part in government, and were not allowed to vote. During the 1800's, however, more and more women began demanding the right to vote. By the early 1900's, a number of Western states were already allowing women to vote. Finally, in 1920, Amendment 19 gave women in all parts of the United States the right to vote in state and national elections.

You deny: To the federal government and the state governments any right to keep citizens from voting because of their sex.

You get: The help of women in settling questions that affect all citizens.



AMENDMENT 20

(Adopted in 1933)

SECTION 1

"The terms of the President and Vice-President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin."

Section 2

"The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day."

SECTION 3

"If, at the time fixed for the beginning of the term of the President, the President-elect shall have died, the Vice-President-elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President-elect shall have failed to qualify, then the Vice-President-elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein



When the Constitution was written, it sometimes took weeks for people or mail to get from one part of the country to another. Because transportation and communication were so slow, the Constitution ordered that the new President and the new Congressmen elected in November should not begin their terms until the next March 4. This allowed them time to learn of their election and to get to Washington.

In later years such a long delay after the election was not necessary. It was also unwise, for two reasons: (1) After the voters had chosen the new President, they had to wait about four months before he could start doing the things they had elected him to do. (2) Even though the term of newly elected Congressmen began on March 4, they did not actually meet in Congress until the first Monday in December of the same year (see page 44). Unless the President called a special session of Congress, more than thirteen months went by before the Congressmen could start doing their work. From De-

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neither a President-elect nor a Vice-President-elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice-President shall have qualified."

Section 4

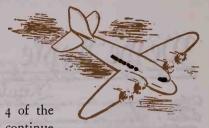
"The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice-President whenever the right of choice shall have devolved upon them."

SECTION 5

"Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article."

Section 6

"This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the Legislatures of three-fourths of the several states within seven years from the date of its submission."



cember of election year until March 4 of the following year, the old Congress could continue to sit.

In the old Congress there were some Senators and Representatives who had been defeated for re-election. Such members of Congress were called "lame ducks." If there were many "lame ducks," as sometimes happened, they could hold back important laws. Or the "lame ducks" could pass laws which the election had shown the voters did not want.

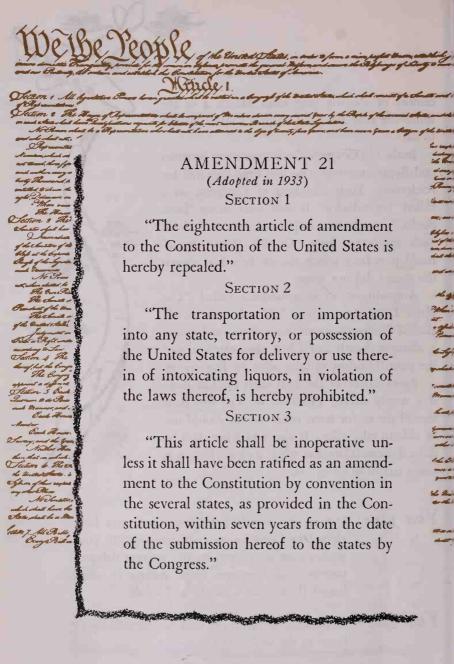
Amendment 20 is sometimes called "The Lame Duck Amendment." It orders the newly elected Congressmen to begin work on January 3, about a month and a half after election, and the new President to take office on January 20.

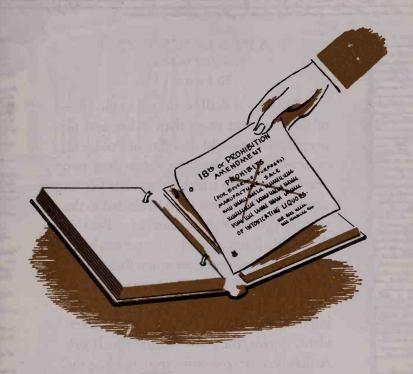
Amendment 20 also tells what shall be done if a newly elected President or Vice-President should die or for some other reason should not be able to take office. It also says what shall be done if a candidate dies while a close election is being settled in Congress.



You give: Instructions which (a) allow those you have elected to Congress to start carrying out your wishes soon after election; (b) prevent defeated members of Congress from staying in office longer than about a month and a half.

You get: A national government that is more likely to listen to the wishes of the people.





Amendment 18, the Prohibition Amendment, made it unlawful to make or sell alcoholic liquors in the United States. That amendment was repealed by Amendment 21. Section 2 of the new amendment, however, protects any state that wants to keep prohibition.

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AMENDMENT 22

(Adopted in 1951)

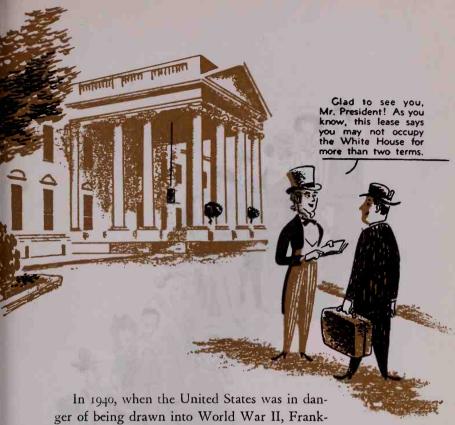
SECTION 1

"No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of President more than once. But this Article shall not apply to any person holding the office of President when this Article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President, or acting as President during the remainder of such term."

SECTION 2

"This Article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by Congress."

CONTRACTOR CONTRACTOR



In 1940, when the United States was in danger of being drawn into World War II, Franklin D. Roosevelt was elected President for the third time. In 1944 he was elected again. Never before had a President been elected more than twice. If it had not been for the war, Roosevelt probably would not have been President for more than two terms. Many Americans have long believed that two terms are enough for a President.

After the war this belief was made a law. Amendment 22 keeps any President from being elected more than twice. It also keeps a Vice-President or anyone else from being elected to the Presidency more than once if he has already served more than two years to finish the term of another President.



YOUR COUNTRY AND YOU

YOUR RIGHTS AND DUTIES AS A CITIZEN





YOUR HOUSE OF FREEDOM

For more than one hundred and sixty years the United States of America has been a strong nation of free people. It is like a fine house, carefully planned, well built, and kept modern and in good repair. This house is so large and so carefully laid out that there is room in it for all who live here to work and enjoy life. The United States is truly your House of Freedom.

Before the Constitution was written, the American people tried for nearly six years to

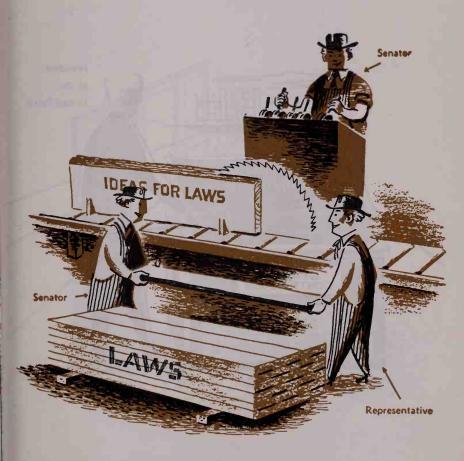
build a House of Freedom, using the Articles of Confederation as their plan. But the building they made showed many signs of weakness, and soon seemed likely to fall apart. It was as if each room in the house stood on its own foundation. Not until the Constitutional Convention did its work in 1787 did the American people understand how to build a House of Freedom that would be strong and lasting—the same one that we live in today.





The Constitution of the United States is like a plan, or blueprint, for your House of Freedom. The most important rules for the government of the country are written down in the Constitution, just as the right layout of the rooms is shown in the plan for a new house.

The government of the United States is like a building company chosen by the American people to help build the House of Freedom. There are three main branches in this company, each with its separate jobs to do. The people elected by the voters to run the sawmills and cut the lumber for the framework of the House of Freedom make up the first, or legislative, branch of the government. These people are the Senators and Representatives in Congress, who make the laws for the nation.



The second, or executive, branch of the government is made up of the President of the United States and all the people who work with him. It is the President's job to see that the building goes up as the plan says it should. He is the builder in charge of construction.



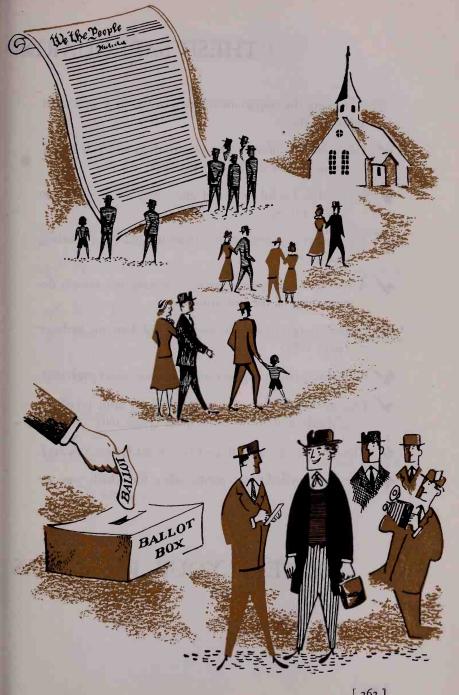
Building inspectors make sure that the right kind of lumber comes from the sawmills and that the builder is following the plan carefully. In our government, this work is done by the third, or judicial, branch. It is made up of the Supreme Court and other courts of the United States.



As a citizen of the United States living in the House of Freedom, you enjoy precious rights which the Constitution guards for you. These rights were won for you by brave men of the past who believed in the goodness and intelligence of ordinary people. Perhaps you are so used to these rights that you take them for granted. But it is only in the United States and other countries with truly representative governments that the common people are protected against mistreatment by their fellow citizens or by their governments. You enjoy many rights that are denied to people in a large number of countries today.

These rights of yours are the same no matter what your race, religion, political beliefs, or wealth may be. Some of your rights are written in the Constitution or in the Bill of Rights and the other amendments. Other rights have become a part of our national laws and customs. These laws and customs may change, but your most precious rights as a citizen can never be taken away as long as you and other Americans understand and maintain the Constitution.

Some of the most important rights which the Constitution safeguards for you are shown on the following pages.



[263]

THESE SAFEGUARDS

Among the important rights guarded by your Constitution are these:

- The protection of a written Constitution which is the supreme law of the land (page 184).
- ✓ A peaceful, lawful means of amending the Constitution (pages 171–79).
- ✓ An energetic system of government capable of meeting your needs.
- A system of checks and balances among the various departments of the government.
- Protection against foreign invasion and domestic violence (page 168).
- ✓ A republican form of government in your state (page 168).
- ✓ Free movement among the states and the same privileges
 and immunities in all the states (page 160).
- ✓ The right to vote regardless of race or sex (pages 236, 244).
- The right to hold any public office for which you are qualified.

PROTECT YOUR RIGHTS AS

IN THE CONSTITUTION

- Freedom of religion, speech, press, assembly, and petition (page 196).
- Protection against unreasonable searches and seizures of your person or property (page 202).
- Just compensation for any property taken from you for public use (page 204).
- Protection against being deprived of your life, liberty, or property without due process of law (pages 204, 228).
- Freedom from slavery or involuntary servitude except as punishment for crime (page 226).
- Equal protection of the laws (page 228).
- Protection from bills of attainder and ex post facto laws (page 96).
- Protection against being held in jail indefinitely without a trial (page 94).
- Established procedures to protect your rights when you are accused of crime (pages 150, 204, 206).
- In criminal cases, the right to a speedy public trial by jury (page 150); in civil cases, a trial by jury if you want it (page 208).

A UNITED STATES CITIZEN

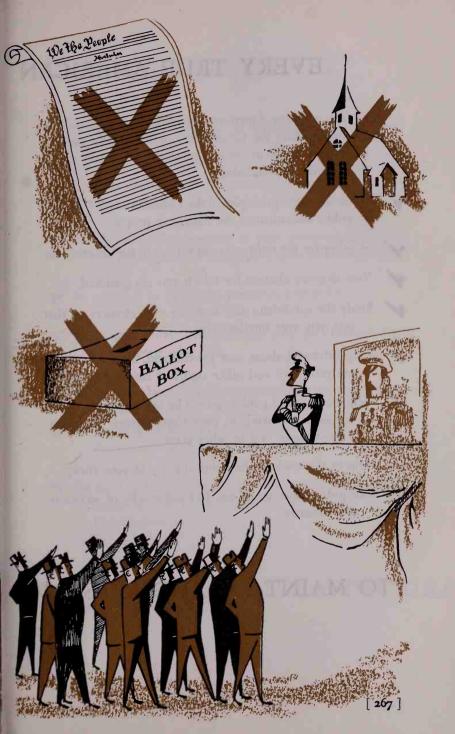
Your Constitution is one of the best in the world. It was made rugged by earlier Americans. To keep it rugged is one of your first responsibilities.

But even the best constitution cannot guarantee that the government under it will be good. Since ours is a system of self-government, we have good government only when we, the people of the United States, play an active part in making it good.

The leaders of some foreign countries are enemies of our system of self-government. These leaders deny self-government to their own people and try to destroy it everywhere else in the world. There are even some enemies in our midst—people who would like to undermine our system of self-government and dictate to us what we should and should not do.

The duties of your American citizenship are powerful weapons against all such enemies. If you carry out the duties of your citizenship faithfully and to the best of your ability, the rights you cherish will be forever safe. No dictator will ever be able to seize your government, tear up your Constitution, and rule your life.





EVERY TRUE AMERICAN

You as a true American can fulfill your responsibility for maintaining the Constitution and can help preserve it unimpaired for succeeding generations by carrying out these duties of citizenship:

- Understand the principles of the Constitution, the greatest public document of the American people.
- Stand up for the rights guaranteed you in the Constitution.
- Vote in every election for which you are qualified.
- Study the candidates and issues in each election, so that you may vote intelligently.
- Keep informed about your government, so that you may use your vote and other rights of citizenship wisely.
- Help create sound public opinion by taking part in public discussions, writing to your Congressmen about important issues, and in other ways.
- ✓ Help in the work of the political party of your choice.
- Seek public office when you feel you can be of service to your country.

TO MAINTAIN AND PRESERVE

HAS THE RESPONSIBILITY

- Serve willingly when you are called upon for jury duty.
- Pay your taxes honestly, realizing that the taxes you and other citizens pay are necessary to keep your government running.
- Watch the taxing practices of your government so that you can approve or disapprove them at election time.
- ✓ Be prepared to serve your country's armed forces.
- ✓ Don't seek unfair benefits from your government. Oppose anyone who does.
- **Respect the laws of your community, state, and nation.
- If you disagree with the law, seek to change it through the regular processes of government.
- Be loyal to the principles of the Constitution and to the ideals of the American people as set forth in the Constitution.

THE CONSTITUTION OF THE U.S.A.

HAS THE RESPONSIBILITY

Serve wellingly when you are called upon for jury duty.

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THE CONSTITUTION OF THE U.S.A.

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AIDS TO YOUR UNDERSTANDING

Questions to Think About, and Things to D.C.

learning What You Have Learned

QUESTIONS TO THINK ABOUT, AND THINGS TO DO

PREAMBLE

WORD STUDY

1. Most of the terms in this word study and in the word studies that follow can be found in "Words You Should Understand," on pages 293–98. Use those pages or a dictionary to help you to understand each of the following terms. Then use each term in a sentence that makes its meaning clear.

preamble
justice
general welfare
common defense

QUESTIONS TO ANSWER AND DISCUSS

2. What are the three main branches of our national government? What work does each branch have to do?

3. Who established the Constitution of the United States? From whom does the United States government get its power to make laws and to require you to obey them?

4. What is the meaning of the term "separation of powers"? What was the reason for having a separation of powers in our government?

ernment?

5. The United States and many other countries have written constitutions. Great Britain is a good example of a country with an

unwritten constitution. What reasons are there why a written constitution is better than an unwritten one? What are the reasons why an unwritten constitution might sometimes be better?

6. Why is this book entitled Your Rugged Constitution? In what way is the United States Constitution your Constitution? What

is rugged about it?

7. What were some of the weaknesses of the national government under the Articles of Confederation? How did the Constitution get rid of the weaknesses?

8. One of the purposes of the Constitution, as stated in the Preamble, is to "secure the blessings of liberty to ourselves and our posterity." You are part of the posterity, or descendants, that the writers of our Constitution had in mind. What liberties did they guard for you?

9. Some of the most important ideals of America are found in the Preamble to the Constitution. What are these ideals? Explain them to the class in your own words. Can you think of other ideals that are important in our American way of living that might be added to the Preamble? Try to write them in the way they might have been written by the makers of the Constitution.

THINGS TO DO

to. When you are sure you know the meaning of the word "constitution," write a sentence in your own words beginning "A constitution is . . ." Read your sentence to the class and have a discussion of what a constitution is and what it does.

11. Many of the ideas in our Constitution were in earlier documents, some of them written hundreds of years before. These documents include the Magna Carta (1215), the Petition of Right (1628), the Habeas Corpus Act (1679), the English Bill of Rights (1689), the Declaration of Independence (1776), and the Articles of Confederation (1777). Use a history book or encyclopedia to get facts about one of these documents. Report your findings to the class.

12. Hold a debate or panel discussion on this proposition:

Each of the three branches of our national government has separate powers. This system of "checks and balances" is an important safeguard of our rights. Therefore, the idea of separation of powers is good.

13. Bring to class a copy of the constitution of your student government or of some club you belong to. Read to the class some of the most important parts of this constitution. Discuss what you have read.

14. When you understand all the words and ideas in the Preamble to the Constitution, rewrite this Preamble in your own words.

15. Look through newspapers and magazines for articles, pictures, cartoons, and diagrams about the Constitution and the work of the federal government. Make a collection of clippings about important persons in the government, the government's buildings and lands, and government people at work. Choose one or more members of the class to take care of the collection and invite the class to bring the clippings to put into it.

16. The Preamble to the Constitution is very short—only fifty-two words—but it is known and cherished by American citizens. Choose one member of the class to memorize the Preamble and re-

cite it to the class.

ARTICLE 1, SECTIONS 1-3

WORD STUDY

I. Give the meaning of each of the following terms:

separation of powers impeachment census

QUESTIONS TO ANSWER AND DISCUSS

2. What are the names of the two "houses" of Congress? Which group is known as the "upper house"? Which is the "lower house"? Is either "house" more important than the other?

3. Under present laws, how many members can the House of

Representatives have?

4. If an official of the United States government is impeached, what does the House of Representatives do? What does the Senate do? How is the official punished if he is found guilty?

5. Who are the makers of the national laws of the United States? Where do they get their power to

make these laws?

- 6. Every person must meet three requirements named in the Constitution before he can become a member of the House of Representatives. What are these requirements?
- 7. How many years is a United States Senator's term in office? a Representative's term in office?

8. How did the "Great Compromise" satisfy both the states with large populations and those

with small populations?

- 9. In our country, which has a representative form of government, the idea of representation is a very important one. Look up the word "representation," and discuss its meaning with the class. Think of some examples of representation in your clubs, school, or community. Compare your examples with those of others in the class.
- 10. If you are one of the people from whom Congress gets its power, why should it have the power to make laws that you must obey?
 - 11. Do you think it is a good

plan to have Congress draw up all our national laws? What might happen if the President and his Cabinet could also make our laws?

12. Does a two-year term for members of the House of Representatives seem long enough?

Why?

13. Should any of the qualifications for Senators be changed? for Representatives? Why?

14. Is it wise to require that every Senator and Representative must be a resident of the state that

elects him? Why?

15. Do you think it is fair to give such states as New York and Ohio many more Representatives in Congress than such states as Nevada and Idaho? Why?

16. Why should the Senate not be allowed to give an impeached official any punishment it thinks

he deserves?

THINGS TO DO

- 17. If you nominated somebody for election to the House of Representatives, what qualifications would he have to have, according to the Constitution? Write these down on a separate piece of paper. Next, write other qualifications which you think he ought to have. Do the same for a Senator.
- 18. To your class collection of newspaper and magazine clippings add stories dealing with the House of Representatives and the Senate, their powers and duties, and the work of individual Representatives and Senators. Mark the most interesting parts of each clipping and

label it to show that it deals with Article 1 of the Constitution.

19. Put down on a separate paper the phrases below. At the left of each phrase write the letter that is correct, as follows: S for a Senator; R for a Representative; B for both Senators and Representatives; and N for neither.

a) Elected for two years

b) Must be a lawyer

c) Elected for six years

d) Must be at least twenty-five years old

e) Must have been a United States citizen for at least nine

f) Elected by the Legislature

of his state

g) Must be a resident of the state that elects him

h) Elected by the voters of his state

i) Must have been a United States citizen for at least seven years

j) Must be at least thirty years

old

20. In an encyclopedia or unabridged dictionary look up the name of the "lower house" in the legislatures of foreign countries (corresponding to our House of Representatives). Also learn, if you can, how many members each

"lower house" contains. Write the information in the form of a table, like this:

Name of Country	Name of Lower House	Number of Members
U.S.A.	House of Representatives	435
France	Chamber of Deputies	615

21. Use the World Almanac, the Information Please Almanac, the American Yearbook, or some other reference book to find the population of each state and the number of members each sends to the House of Representatives. Notice that this number depends on the size of each state's population. On an outline map of the United States, write in the population and the number of Representatives for each state.

22. Using the reference books named in the exercise just above, find and write down the names of the two Senators from your state, the political parties to which they belong, and the years when their terms end. Also write down the name of the person elected to the House of Representatives from your Congressional District, his political party, and his home town.

ARTICLE 1, SECTIONS 4-6

WORD STUDY

1. Give the meaning of each of the following terms:

quorum session felony QUESTIONS TO ANSWER AND DISCUSS

2. The Constitution says that Congress must meet at least once every year. What dangers does this guard against? 3. What kind of ballots must be used in national elections?

Why?

4. How can the Senate or the House of Representatives keep someone who has been elected to Congress from actually becoming a member? Why might they do this?

5. How large a vote is needed to expel someone who is already a

member of Congress?

6. How many Senators make a quorum? How many Representatives?

- 7. Why does it matter whether there is a quorum in the Senate or the House of Representatives?
- 8. What is the name of one of the three official publications which record the work and actions of members of Congress?

 Who makes the rules that decide how the Senate and the House of Representatives shall do

their work?

10. How does the Constitution encourage members of Congress to say fearlessly what they really believe?

11. What statement in Section 5 of Article 1 makes it unnecessary to impeach Senators or Representatives?

12. Only one-third of the Senators finish their terms at one time. What is the advantage of this ar-

rangement?

13. Why are members of Congress not allowed to hold any other federal government jobs? What might happen if Congressmen were allowed to do this?

THINGS TO DO

14. Write down in your own words three or four questions based on pages 42–53 of this book. After each question write the answer. Here are some examples:

- Q: According to the Constitution, how often does Congress have to meet?
- A: At least once a year.
- Q: What department of the government pays Congressmen's salaries?
- A: The United States Treasury Department.

When your turn comes, read one of your questions aloud and ask someone in the class to answer it. The first person to give the right answer to your question gets a turn to ask someone in the class one of his questions. And so on.

15. The Congressional Record is a printed record of all official business in both houses of Congress. A librarian can tell you how to get copies of the publication, if there are none in your library. From some recent issue, pick out one or more items to read to the class. Tell the class what you learned about your federal government from reading them.

16. Get a sample ballot for a past election or a coming election. Show the ballot to the class, and explain how a ballot should be filled out and what should be done

with it.

17. If an election campaign is going on (for either a national, a state, or a local election), learn all

you can about the candidates, their arguments, and their campaigning methods. You can do this by going to political rallies, reading newspaper articles and editorials,

and listening to radio and television speeches. Take notes on what you find out, and give a report to the class. Then have the class discuss your report.

ARTICLE 1, SECTIONS 7-8

WORD STUDY

- 1. Match each definition in the first column with a term in the second column.
- a) A proposal for a 1) Naturallaw ization
- b) The process by 2) Imwhich a foreignpeachment born person may become a citizen of the United States

3) Bill

c) Money set aside by Congress for a

4) Appropriation

particular use d) A statement of the opinion of Congress

5) Resolution

2. Use each of the following words in a sentence that will make its meaning clear.

patent copyright alien militia tribunal

QUESTIONS TO ANSWER AND Discuss

- 3. What are "bills for raising revenue"? Which house of Congress has the sole right to begin bills of this kind?
- 4. A bill is a proposed law rather than an actual law. How does a bill become a law?

5. Do both houses of Congress have to pass a bill before it is sent to the President to be signed? How large a vote is needed in either house to pass a bill in the first place?

6. How large a vote is needed to pass a bill that has been vetoed by the President? If Congress can pass a bill in spite of the President's veto, what purpose does the

veto serve?

- 7. What are the two common kinds of commerce which Congress has the right to control? Why was this right given to Congress instead of being left to the states?
- 8. Why does the Constitution forbid Congress to grant the Army more than enough money for two years?
- 9. For what three purposes is Congress allowed to tax the people?

10. Name at least five kinds of laws which Congress is allowed to make. (See pages 64-93.)

11. Why does the Constitution rule that all indirect taxes must be the same in all parts of the countrv?

12. What is interstate commerce? foreign commerce?

13. How does Congress's control of the interstate commerce and

foreign commerce of the United States help American business?

14. Which branch of our national government has the power to declare war? Can the United States carry on warfare before making a declaration of war?

15. Why do money, weights, and measures need to be the same

in all parts of our country?

16. How does the famous "elastic clause" in Article 1, Section 8, help the national government to meet changing conditions in the United States?

17. Clause 1 of Section 7 seems to intend that the House of Representatives should have more power to decide on taxes than the Senate. But if the Senate has the power to add amendments to tax bills, don't the two houses of Congress actually have almost equal control over tax laws? Why?

18. What are some of the things which you use every day but might have to do without if the state governments were allowed to interfere with interstate

commerce?

19. What are some of the ways in which the post office helps you? How can you, in turn, help your post office to do its work well and promptly?

20. Why should the federal government alone be allowed to make the coins and paper money

you use in your state?

21. What are some of the taxes that you or your parents must pay to the United States government? to your state or local governments?

THINGS TO DO

22. Add to your clipping collection some material dealing with the United States Mint, the Bureau of Standards, the Post Office Department, or the Patent Office.

23. If you know a naturalized citizen of the United States, talk with him about his experiences in getting his citizenship. Why did he become a citizen? Report to the class on the information which this citizen has given you.

24. Arrange to talk with your local postmaster about his work and the kinds of services which post offices do for the American people. Write a short essay on the subject, or make an oral report to the class.

25. Articles in magazines, civics textbooks, and encyclopedias will give you much information on the subjects of naturalization, citizenship, and the work of the United States Bureau of Immigration and Naturalization. Find and report to the class the answers to these and other questions that you think important:

How long must a foreigner live in this country before he is allowed to become a citizen?

What other requirements must he meet?

What are naturalization pa-

What oath must the new citizen take?

Do the children of naturalized citizens become citizens when their parents do?

26. Below are the names of some noted Americans who were foreign-born. Can you add other names to the list? Read about one or more of these men in magazine articles or reference books, or better still in biographies. Find out what they contributed to their adopted country.

Alexander Hamilton Carl Schurz
Albert Einstein Igor Sikorsky
Felix Frankfurter Albert Gallatin
Alexander Graham Bell sen
Victor Herbert Edward W. Bok
Joseph Pulitzer

27. Make a diagram showing how a federal revenue bill becomes a law. You can do this with simple drawings to stand for the House of Representatives, the Senate Chamber, and the White House. Under each drawing write down what happens to the bill in that place. Use arrows connecting one drawing with another to show the movements of the bill.

28. Look up information about the United States Military Acade-

my at West Point and the United States Naval Academy at Annapolis. Include some of the most interesting facts in an essay or class report. Better still, talk with an Army or Navy officer who went to one of these academies, and report to the class what you learn.

29. If you ever visited Washington, D.C., or lived there, tell your class about the city. Illustrate your talk with pictures, if possible. The pictures may be added to your collection of clippings.

30. Make a list of some of the different ways in which the federal government gets the money it uses for its expenses. Make another list showing some of the different things for which the money in the United States Treasury is spent.

31. From books and magazines, learn all you can about the history and work of the Bureau of the Budget, the Atomic Energy Commission, the Civil Aeronautics Administration, and the Civil Service Commission. Use the *Reader's Guide* to find recent magazine articles on these topics. You can probably get information by writing to these four offices.

ARTICLE 1, SECTIONS 9-10

WORD STUDY

1. Give the meaning of each of the following terms:

ex post facto law appropriation bill of attainder

QUESTIONS TO ANSWER AND DISCUSS

2. What do the words habeas corpus mean? What is a writ?

How does the writ of habeas corpus protect you from unjust imprisonment?

3. What are some things which the Constitution forbids Congress to do because they would favor one state at the expense of another state?

4. What is the only lawful way in which money can be drawn out of the United States Treasury?

5. Which citizens of the United States are forbidden to accept gifts or titles of nobility from foreign governments? Why are they forbidden to do so?

6. What are some things which the Constitution allows the national government to do but forbids the state governments to do?

7. What must the states do in order to enter into an agreement with one another? Why are the states limited in this way?

8. What are two things that the Constitution forbids both the national government and the state

governments to do?

9. Why is Congress forbidden by the Constitution to tax goods exported from the United States to other countries? What effect might a tax on exports have on American business?

THINGS TO DO

10. With the others in the class, draw up a list of "Do's and Don't's for Americans." As you go on studying, you may want to make changes in the list. When everybody is satisfied with the list, choose someone to put it into good form and post it on the bulletin board.

11. In your own words, write five sentences about Congress, using the materials you find on pages 14–109. Some of your sentences should be true and some false. Here are examples of the kinds of sentences you might write:

A person is not allowed to become a Senator unless he is at

least thirty years old. (True.) Congress has the right to control commerce between one state and another, but not between the United States and foreign nations. (False.)

When your turn comes, read one of your sentences aloud and ask someone in the class whether it is true or false. If he gives the right answer, he then gets a turn to read one of his sentences. If his answer is wrong, you should ask someone else in the class about another of your sentences, and so on, until you get a right answer.

12. Some of the powers and duties listed below belong to the House of Representatives, some to the Senate, some to both houses of Congress, and some to neither. Rearrange them on a blackboard or a separate piece of paper, putting each power or duty into the column where it belongs.

House of Representatives	Senate	Both Houses	Neither House

Coining money

Declaring war
Passing ex post facto laws
Starting tax laws
Trying an impeached official
Choosing the Speaker
Vetoing bills
Keeping an official journal
Controlling interstate commerce
Borrowing money to run the
government
Controlling foreign commerce

Taxing exports from certain states
Granting titles of nobility

Choosing their president pro tempore Impeaching

ARTICLE 2

WORD STUDY

r. Match each definition in the first column with a term in the second column. Write your answers on a separate sheet of paper.

a) An agreement 1) spoils sysbetween two or tem

b) Giving government jobs to those who have worked for the political party in

2) Cabinet

3) resolution

power c) The executive department heads

4) treaty

who advise the President

d) Those selected by the voters to choose the Presi5) Civil Service Commission

e) An organization whose duty it is to select govern-

ment workers

6) Electoral College

QUESTIONS TO ANSWER AND DISCUSS

2. What is the difference between executive power and legislative power?

3. Give in your own words the meaning of the sentence, "The executive power shall be vested in a President of the United States,"

4. Outline the various steps

which are followed now in the election of a President.

5. How is the election of a President or Vice-President different now from the way the makers of the Constitution intended it to be?

6. What qualifications does the Constitution say the President of the United States must have?

7. Suppose both the President and the Vice-President should die. What government official would then become the new President? Before 1947, what official would have become the new President if both the President and the Vice-President had died while still holding office?

8. Why does the Constitution say that the President's salary may not be changed during his four-

year term in office?

9. Why is it better for the President, rather than for some high-ranking officer of our Army, Navy, or Air Force, to be the commander in chief of the armed forces?

ro. How does the Constitution protect us against any President who might try to become a dictator or do other wrong acts while in office?

11. What is a treaty? How must a treaty be approved before it can become a law of the United States?

12. What is the "spoils system"? How has the Civil Service Commission helped to do away with the faults of the "spoils system"?

13. What help does the President have in carrying out his duty to "take care that the laws be faith-

fully executed"?

14. What two wrong acts are named in the Constitution as reasons why the President and Vice-President may be impeached?

15. In some countries, the government is able to learn how everyone votes in the national elections. These governments sometimes say, "We do not need secret ballots, because our people are not ashamed of the way they vote." What answer could you give them? Why are secret ballots an important safeguard to our democracy?

THINGS TO DO

16. Collect some newspaper and magazine articles and pictures about the activities of the President, the Vice-President, Cabinet members, and the other important persons and activities in the executive branch of the government. Add these to the class collection of clippings, and mark and label them.

17. Do you think that the Electoral College provides a good way of electing the President and Vice-President? Why? Get facts and opinions about this topic. Then hold a classroom debate or panel discussion on the question.

18. Have one of the members of the class write to the President and ask him for a copy of his most recent "state of the Union" message. Have the student read the message and make a report on it to the class. He should explain the principal ideas in the message, and tell what Congressmen and other people said about it.

19. Hold a class discussion or debate on either of these two lively

topics:

a) Nobody should be allowed to hold public office in the United States government unless he has a yearly income of at least \$25,000.

b) Nobody should be allowed to serve as President, Vice-President, Senator, or Representative, unless he has had at least four years of college education.

20. Andrew Johnson was the only President of the United States who was ever impeached. Read about the reasons for his impeachment and the events of the trial in a history book, or preferably in a biography of Johnson. Tell the story to the class.

21. In your own words, write a list of the powers and duties given to the President by the Constitution.

22. Our national parks and monuments are controlled by the National Park Service—a part of the executive branch of the government. If there is a national park or monument near you, visit it, and notice how it is managed. Talk with a ranger or some other employee of the Park Service, and then tell the class how the parks and monuments are looked after for the benefit of the public.

WORD STUDY

1. Give the meaning of each of the following terms:

judicial ambassador appellate jurisdiction treason

QUESTIONS TO ANSWER AND DISCUSS

- 2. What is the meaning of the term "judicial power"? Who makes use of this power in the United States government?
- 3. What important power, not mentioned in the Constitution, belongs to the United States Supreme Court?
- 4. What is an "unconstitutional" law?
- 5. Which of the following cases would be tried in state courts and which in federal courts?

a) A citizen of New York State is charged with making counterfeit money.

b) The government of Arizona is suing the government of California, charging that California takes more than its share of water from the Colorado River.

c) A citizen of Georgia breaks the law of that state.

d) A citizen of Massachusetts sues an American steamship company because of injuries he received while working as a sailor on the company's transatlantic liner.

6. What is the difference be-

tween the original jurisdiction and the appellate jurisdiction of the United States Supreme Court?

7. How long may a federal

judge remain in office?

8. What is a jury?

9. Why is treason so carefully defined in the Constitution? What proof is required before a person can be convicted of treason?

10. Under the present law, how may treason against the United States be punished?

II. If you are accused of breaking a federal law, why should you be tried in the state where the crime was committed, as the Constitution orders? What difference might the place of the trial make to you?

12. Why should the Supreme Court justices and the judges of the federal courts be appointed by the President instead of being

elected by the voters?

13. If you were being tried for a crime, would you rather have a jury trial or have the judge decide your guilt or innocence? Why? Which kind of trial is more likely to give you just treatment?

THINGS TO DO

14. For the class collection of clippings, find pictures and articles about the Supreme Court and other federal courts; also about federal trials and other subjects connected with the judicial branch of the United States government.

15. On the blackboard or on

a separate piece of paper, rearrange the following lists so that each official of the national government is in the column where he belongs.

Legislative Executive **Judicial** Branch Branch Branch

Director of the Mint Congressman Speaker of the House President pro tem of the Sen-Judge of a federal court Representative Secretary of the Treasury Congress Department of Defense Chief Justice U. S. Court of Appeals Civil Service employees Senator Vice-President Supreme Court

Cabinet House of Representatives Commander in chief of the armed forces Secretary of State

President of the United States

16. Suppose that these are the words of a judge to a defendant in a courtroom: "A reliable witness has testified that he saw you commit treasonable acts. On his evidence, this court finds you guilty of treason against United States. I sentence you to twenty years at hard labor. I also order that all your property be turned over to the nation for a park. None of your children shall ever be allowed to vote." Can you find four statements that are unconstitutional? What parts of the Constitution do these statements violate?

ARTICLE 4

WORD STUDY

1. Use each of the following terms in a sentence that makes its meaning clear.

extradite republic domestic violence

QUESTIONS TO ANSWER AND DIS-CUSS

- How does the Constitution protect you from losing your legal rights when you move from one state to another?
- 3. What right of citizenship may you lose for a while when you move from one state to another?

4. What has to be done before a new state can be formed from the lands of a state or states already in the Union?

5. What powers does Congress have over the territories and properties of the United States which do not belong to any one

state?

6. What three guaranties does the United States government give to each of the states?

7. Why is each state in the Union required to have a republican form of government? If the leaders of a state wanted to make their state into a dictatorship or a

kingdom, what could be done about it?

THINGS TO DO

8. On a separate sheet of paper, make four columns and head them as shown. Then put each power listed below into the column in which it belongs.

Federal government only	State government only	Both governments	Neither government

Coining money

Trying persons suspected of counterfeiting

Making treaties with foreign countries

Sending a criminal back to

another state where he committed a crime

Passing bills of attainder
Passing ex post facto laws
Granting titles of nobility
Making laws contabling for

Making laws controlling foreign commerce

Holding elections for United States Senators and Representatives

Trying those accused of breaking state laws

9. To your class collection of newspaper and magazine clippings, add any material you can find about the relations of the states and the United States to one another.

ARTICLE 5

WORD STUDY

1. Give the meaning of each of the following terms.

amendment

suffrage

QUESTIONS TO ANSWER AND DISCUSS

- 2. How many states must vote in favor of an amendment before it can become part of the Constitution?
- 3. Except for one clause, any part of the Constitution could be changed by an amendment approved by three-fourths of the states. What is that one clause?
- 4. There are two different ways in which an amendment to the Constitution may be proposed.

What are they? Which of the two ways has actually been used for proposing all the amendments so far?

5. Article 5 contains a plan for amending the Constitution. Instead of writing Article 5, why didn't the men at the Constitutional Convention make the Constitution so good and complete that it would never need to be changed?

6. Article 5 requires that any proposed amendment must be approved by at least three-fourths of the states. This makes it very hard to amend the Constitution. Why is this a good thing?

THINGS TO DO

7. Add to the class clipping collection any material you can

find dealing with Article 5 of the Constitution and the methods by which the Constitution can be amended.

ARTICLE 6

WORD STUDY

1. Explain each of the following terms.

qualification confederation allegiance

QUESTIONS TO ANSWER AND DISCUSS

2. What were the debts mentioned in Clause 1 of Article 6? How did this clause add to the people's trust in the new national government?

3. What three levels of government do the people of the United States live under?

4. What promise does the Constitution say all officials of the state government must make?

5. Are you in favor of the

words in Article 6 that "no religious test shall ever be required as a qualification" for holding office in the federal government? Suppose that the Supreme Court Justices, the President and the Vice-President, and all members of Congress had to belong to a certain religious group. What kinds of laws might be passed that would affect you?

THINGS TO. Do

6. If the law of a state ordered the citizens of that state to do something that a federal law said they must not do, which law would the citizens have to obey? Find the exact words in the Constitution which back you up, and read them to the class.

ARTICLE 7

WORD STUDY

1. Give the meaning of each of the following terms.

convention delegate ratify

QUESTIONS TO ANSWER AND DISCUSS

2. How many of the Thirteen Original Colonies had to approve the Constitution before it could go into effect? How many would be bound to obey it?

3. When did the new national government under the Constitution actually begin its work?

THINGS TO DO

4. Some of the wisest men in the history of the United States took part in the Constitutional Convention and signed their names to the Constitution. Choose one or two of these men to read about in history books, encyclopedia and magazine articles, or biographies. As you read, take notes so

that you can tell the most interesting facts to the rest of the class.

5. Suppose that the United States had no constitution and that a constitutional convention was to

be held to write one. List several citizens of today who you think would be valuable members of such a convention. Be ready to tell why you would choose them.

BILL OF RIGHTS (AMENDMENTS 1-10)

WORD STUDY

1. What terms in "Words You Should Understand" are described by the following phrases? Write the terms on a separate sheet of paper.

a) A pledge of money or property that frees a person from jail, on condition that he appear

when wanted.

b) A legal paper which gives the right to arrest a person or search his home.

c) A charge of crime made by a grand jury against a person.

d) A request by a person to have his case at law tried again in a higher court.

QUESTIONS TO ANSWER AND DISCUSS

2. How many amendments make up the Bill of Rights? When were they adopted, and why?

3. Does the Bill of Rights protect people from the actions of the federal government or of the state governments?

4. What does the Bill of Rights say about religion? Where else in the Constitution is religion mentioned?

5. What are freedom of speech and freedom of the press? Why are these freedoms important in our democracy?

6. What legal paper must a federal officer have before he may enter your home and search it? before he may arrest you?

7. Name some of the important rules in the Bill of Rights that protect your life, liberty, and property if you are on trial for crime

in a federal court.

8. What is bail? If you put up bail in a federal court, how can you be sure of getting it back?

9. Why was Amendment 10 included in the Bill of Rights?

- ro. Amendment 6 in the Bill of Rights names the rights of a person being tried in a federal court for a crime. If you were on trial, would you rather have a public trial or be tried in secret? Why should the jury live in the locality where you are supposed to have committed the crime? Why should the witnesses against you have to give their evidence in court?
- 11. What ideals of conduct should guide us as citizens living together in a democracy? Have these ideals always been followed in all parts of the United States? How can American ideals be put into practice in your home? in your school? in your community?

12. The purpose of a criminal trial is to show whether a certain

person has committed a certain crime. Why, then, does Amendment 5 forbid anyone to force the person on trial to testify against himself? What might be done to force him to do so?

THINGS TO DO

13. To your clipping collection of newspaper and magazine articles add any dealing with the Bill of Rights or with the ideas in it.

14. The history of England in the 1600's and the New England colonies at about the same period will give you an idea of the cruelties that sometimes took place because of religion in government. Look up these subjects in history textbooks and reference books, and

tell the class what you find out. The biographies of Roger Williams and Anne Hutchinson, two leaders in New England, will tell you how badly they were treated because of their religion.

15. When you have clearly in mind the kinds of rights and guaranties in the Bill of Rights, organize the class as a convention to write a bill of rights for your class or for your school. Include only those clauses that you think are really important to protect both students and teachers from unfair treatment. When a majority of the students vote to accept the bill of rights in a certain form, it should be copied carefully, signed, and posted in the classroom.

AMENDMENTS 11–22

WORD STUDY

- 1. Choose the right term from the second column to finish each incomplete sentence.
- a) No state can de- 1) due procprive any person of ess of law life, liberty, or propperty without
- b) The President 2) ratifica-
- takes office after his tion
 c) An amendment 3) qualificato the Constitution tions
 takes effect after its
- d) The President 4) inauguraand the Vice-President have the same 5) election
- 2. Match each term in the first column with one in the second column that has about the

same meaning. Write your answers on a separate sheet of paper.

- a) electorb) involun-c) rebelliond) voter
- tary servitude 4) slavery
- c) insurrec- 5) enumeration of a popula-
- d) census tion
 e) suffrage 6) income

QUESTIONS TO ANSWER AND DISCUSS

- 3. What part of the Constitution names the qualifications that the Vice-President of the United States must have?
- 4. What is "involuntary servitude"? What are the only conditions under which it is allowed in the United States?

5. The second paragraph of Section 1, Amendment 14, forbids the *state* governments to treat any person in certain unjust ways. Is the *federal* government permitted to treat anyone in those ways? How do you know?

6. In Section 1, Amendment 14, what is the meaning of the words "equal protection of the

laws"?

7. What group of people was especially affected by Section 3 of

Amendment 14?

- 8. Did Amendment 15 guarantee that any persons in the United States would actually have the right to vote? Explain your answer.
- 9. What did the United States Supreme Court do that caused Amendment 16 to be added to the Constitution?

10. Which federal tax brings in the greatest amount of money

to the government?

- usy of selecting United States Senators adopted? How did this change make Congress more democratic?
- 12. Which amendment to our Constitution was set aside by a new amendment fourteen years later?
- 13. As a result of Amendment 22, what is the greatest number of years that any future President will be able to serve?
- 14. Why is Amendment 20 known as the "lame duck amendment"? Which was the last session of Congress that had some "lame ducks" in it?

15. The federal income tax laws order that taxes be paid on a "sliding scale"—that is, that people with very large incomes have to give more out of every dollar than do people with small incomes. Does this seem fair to you? Or do you think that everybody, regardless of income, should pay the same percentage of his earnings? Why?

THINGS TO DO

16. Each state makes its own laws to say what qualifications citizens must have before they can vote. These laws may restrict the right to vote, so long as they do not disagree with the Constitution. Look up your state's voting laws and talk with the class about the qualifications your state says a citizen must have before he can vote.

17. Assume that Amendment 19, giving the vote to women, has not yet been proposed in Congress and you are trying to stir up public opinion on the subject. Write a letter for publication in a magazine or newspaper, or a radio speech, to try to make others believe as you do about the wisdom and justice of letting women vote in national elections.

18. Add to the clipping collection any material dealing with Amendments 11–22 of our Constitution, or with the ideas in those amendments.

19. Here is a proposition for a

panel discussion:

No person shall be allowed to vote in national elections unless he pays income or direct property taxes of at least \$100 a year.

20. Georgia has a state law which lowered the voting age from twenty-one to eighteen. Hold a debate on the proposition that the voting age of eighteen should be allowed in all the states. Here are some suggested arguments; add your own arguments to them.

For—People old enough to be drafted for the armed services should be considered old enough to vote in the elections of their country.

Against—People eighteen years old lack independent ideas in politics, and would be likely to vote as their parents do.

21. Try to find out about amendments to the Constitution that have been proposed but not

ratified.

22. Can you think of any amendment that should be added to the Constitution? Write down a suggested amendment, trying to put it into the kind of language found in the Constitution. Be prepared to argue before the class in favor of your amendment.

YOUR COUNTRY AND YOU

QUESTIONS TO ANSWER AND DISCUSS

r. If you wanted to run for the office of Representative, in what year would you be qualified? for the office of Senator? of President?

2. There is a saying that in a democracy the government exists for the good of the people, but in a dictatorship the people exist for the good of the government. What does this saying mean to you? Can you think of some examples from recent history?

3. Can you think of at least five important habits of good citizens in our country. Write them down, and number them in order of their importance. Use *1* for the most important, 2 for the next most important, and so on. Can you convince the class that you numbered them in the best order?

THINGS TO DO

4. Write down as many points as you can think of which show how our national government fits the meaning of the word *republic*. Compare your points with those of the rest of the class.

5. Many of the cartoons in this book point out important facts about our Constitution and our national government. Look at the cartoons on the following pages, and be prepared to explain their meanings to the class: Pages 4, 15, 21, 35, 55, 67, 73, 93, 115, 121, 145, 161, 163, 197, 201, 203, 213, 223, 263.

6. Think over some of the federal, state, and local laws and regulations which govern you—that is, which order you to do certain things and forbid you to do other things. List any laws and regulations that you think

should be done away with, and list others that you think should be added. Compare your list with the lists of others in the class, and discuss them.

7. Write a letter to an imaginary friend in a foreign country who does not know how our government works. Explain to him that it is the right and duty of a United States citizen to try to persuade his government and fellow voters to do what he thinks they ought to do. Name all the fair ways you can think of in which a citizen can do this.

8. Add to your collection of clippings any new material of special value dealing with the Constitution or the federal government as a whole. Then go through the entire collection, selecting the parts that were especially interesting to you or that gave you new knowledge. Tell about the items you picked out.

9. According to a famous saying, "That government is best which governs least." Think this saying over carefully, and then write it in your own words. Do you agree with the statement or not? Why?

10. Some of the powers and duties listed below belong to the legislative branch of our government, some to the executive branch, and some to the judicial branch; and some do not belong to any branch, because they are forbidden. On the blackboard or on a separate piece of paper, and using the columns shown, put each

power or duty into the column where it belongs.

Legislative	Executive	Judicial	No Branch
Branch	Branch	Branch	

Passing bills of attainder Declaring laws unconstitutional Collecting taxes on goods passing from one state to another

Appointing ambassadors Granting money for army and navy

Laying extra taxes on certain states

Trying an impeached official Passing laws to govern the District of Columbia

Convicting a person without a trial

Declaring war

Impeaching a United States official

Granting titles of nobility Serving as commander in chief of the armed forces

Passing laws for the nation Controlling interstate com-

Vetoing a bill passed by Congress

Presenting annual "state of the Union" messages

Calling special sessions of Congress

Trying the case when one state sues another

11. Have some member of the class report on Constitution Day and on the history of its observance. Plan and hold an all-school program on or near that important day.

WORDS YOU SHOULD UNDERSTAND

adjourn: to stop the work of a committee or legislature until a later time. (See also convene.)

administration: the dav-to-dav work of carrying out the duties of government in the executive branch. Administration also means the President and his advisers and assistants. Also, the four-year term of the President.

alien: a foreigner; a person who is not a citizen of the country he lives in.

allegiance: a citizen's loyalty or duty to his government.

ambassador: a person sent to act for his government, or to represent his government, in an important foreign country. (See also minister.)

amendment: a change made in a bill or in the Constitution.

appeal: If a lawsuit is lost in one court, the loser may request another trial before a higher court. Such a request is called an appeal.

appropriation: a sum of money authorized by a Congressional bill for some particular pur-

attainder, bill of: a legislative act which punishes a named person without giving him a trial.

bail: a pledge of money or property left with a court to make sure that a person accused of a crime will appear in court when ordered to do so. If he

fails to appear, his bail is forfeited-that is, taken over by the court.

ballot: a form on which a voter marks the names of the candidates he chooses in an election.

bankruptcy: If a person is too far in debt, he or his creditors may ask a court to declare him in bankruptcy. The court then takes his property and uses it as far as it will go to pay his creditors. He is then legally free of his debts.

bill: a written proposal for a law, introduced in the legislature for approval or disapproval.

bribery: the giving or taking of money or gifts in order to get someone to do something wrong. If a person gave money to a Congressman to introduce a special bill, both he and the Congressman would be guilty of bribery.

Cabinet: the group of men who are the President's close advisers. They head the Departments of Labor, Commerce,

Treasury, etc.

candidate: a person nominated for some governmental office.

capital crime: a crime that can be punished by death.

caucus: a meeting of members of a legislature belonging to one political party, to make political plans.

census: an official count of all the inhabitants of a country. Such facts as age, sex, etc., may also be recorded. In the United States, a census is taken every

ten years.

citizenship: the duties and privileges of people who owe allegiance to a country, because of having been born or naturalized there.

civil: having to do with citizens or citizenship. All citizens of the United States have the same civil rights. Also, having to do with ordinary life, as opposed to military or religious life. Civil law deals with relations of persons to one another.

civil service: the employees of government, except those who are members of the armed

forces.

common defense: protection of the whole country against attack

by a foreign nation.

common law: the body of law built up by court decisions in Great Britain and the United States over hundreds of years.

compromise: an agreement between two groups, in which each side gives up part of its demands.

confederation: a group of independent states that are loosely united, mainly for defense.

congress: a group of persons who represent the voters by meeting together and making laws.

constitution: all the general rules or principles by which a government is run. A constitution may be written or unwritten.

consul: a person who is sent to a foreign city by his government, to look after its commercial interests and those of its citizens there. (See also minister.)

convene: to meet together for the purpose of doing work—as a committee or a legislative group. Convene is the opposite of adjourn.

conviction: being found guilty of

a crime.

copyright: the right which the government gives to an author, artist, or musician, allowing only him to make and sell his work.

criminal: a person who commits an act which disturbs the peace and safety of other people.

defendant: a person accused of a crime or of damage to another person or his property. (See also plaintiff.)

delegate: a person who is sent to a meeting or to a legislature to

represent other people.

democracy: a government controlled by its citizens.

dictatorship: government by one man, a dictator, who has complete power over a country. Everyone must do what he says.

domestic: having to do with one's own country; not foreign.

duty: a tax on goods brought into or shipped out of a country.

elector: any person who has the right to vote. The members of the Electoral College who choose the President and Vice-President according to the votes cast by the people are also called electors.

electorate: a country's voters taken as a whole. In the United

States, the electorate is made up of nearly all citizens aged

twenty-one and over.

eminent domain: the right of a government to buy land for public use at a fair price. It can force the owner to sell even if he is unwilling. This process is sometimes called "condemnation."

ex post facto law: a law used against a person for an act done before the law was passed which made such an act a crime.

excise: a tax on the manufacture, sale, or use of certain goods made within the country.

executive: the person who carries out, or executes, the laws. In the United States, the *chief executive* is the President, who heads the executive branch of

the government.

extradition: the surrender of a person by the government of one state to the government of another state. Usually, the second state wants to bring him to trial or to punish him for a crime he has been convicted of.

federal government: A federal system of government is one in which powers are divided between a national government and several state governments. Our national government is generally called "the federal government."

felony: a serious crime, such as burglary, arson, or murder.

general welfare: the well-being of all the citizens of a country; their health, wealth, and happiness.

government: the kind of system by which a country is ruled. Also, the political machinery for running the country. The center of our federal government is Washington, D.C.

habeas corpus, writ of: an order to bring a prisoner before a judge, who then decides whether or not there is enough evidence to hold the prisoner for trial.

impeach: to make a formal charge against a public official of wrongdoing in office. The House of Representatives has the power to impeach high government officials. The Senate conducts the trial on the impeachment.

impost: a tax put on goods brought into the country.

inaugurate: to place a person in office with a ceremony.

indictment: a statement made by a grand jury charging a person with a crime. (See also jury, grand.)

insurrection: a revolt of people against their government.

involuntary servitude: condition of being forced to work for someone against one's will.

jeopardy: danger. If a person is on trial for a crime, he is said to be *in jeopardy*. The Constitution forbids *double jeopardy*—putting a person on trial twice for the same crime.

judgment: the decision of a court

in a legal case.

judicial: having to do with courts

or judges. A trial is a judicial action.

judiciary: the branch of government that tries cases in court

and interprets laws.

jurisdiction: the right to exercise authority in certain matters. Congress has jurisdiction over interstate commerce. Also, the limits within which one has authority. It is not within the jurisdiction of the states to control foreign commerce.

jurisdiction, appellate: the right of courts to review the decisions given in trials already heard by lower courts. Appellate jurisdiction is usually not used un-

less an appeal is made.

jurisdiction, original: the right of courts to try a case for the first time before it is heard in any other courts.

jury, grand: a group of from 12 to 23 persons chosen to look into charges of crime and to decide whether there is enough evidence to make a trial necessary.

jury, trial or petit: a group usually of 12 persons chosen to hear the evidence and bring in a

verdict at a trial.

justice: what people think to be right. Also, a member of the

Supreme Court.

lame duck: a Congressman who continued to serve in office for many months after being defeated in an election. The 20th Amendment ended this practice.

law: a rule or regulation which a government makes and en-

forces. In the United States, a bill becomes a law when it has been passed by Congress and approved by the President.

legislative: having to do with the making of laws; belonging to a legislature, as legislative pow-

ers.

legislature: the branch of a government that makes the laws. In the state governments, this branch is called the *State Legislature*, corresponding to the national branch, the United States Congress.

lower house: that house of a twohouse legislature which usually has the most members and less difficult qualifications of membership; in the United States, the House of Representatives.

majority: any number greater than one-half. A *majority vote* is enough to pass an ordinary bill

in Congress.

militia: citizens, not in the Army of the United States, who are in military service. The National Guard is made up of the organized militia of every state.

minister: a person who represents his government in a foreign country of less importance than one to which an ambassador is sent

minority: any number less than one-half.

naturalization: the legal process by which an alien becomes a citizen of a country.

nominate: to name a person as candidate for a political office.

nominating convention: a meeting of representatives of one politi-

cal party to choose a person to run for office.

party: an organized body of voters who try to influence government policy through the election of their candidates.

patent: the right which the government gives to an inventor allowing only him to make and sell his invention. (See also

copyright.)

plaintiff: the injured person or group of people whose complaint causes a case to be brought into court. In many cases the plaintiff is "The People," represented by the prosecuting attorney. (See also defendant.)

pocket veto: If the President receives a bill passed by Congress and then Congress adjourns within ten days, the President may veto it simply by refusing to sign it. This is called a

pocket veto.

politics: all activities by which people try to influence government policy. A man running for a governmental office is said to be in politics.

popular: having to do with the

people of a country.

preamble: an introduction to a statement or document, explaining its purpose.

President: the chief executive of

the United States.

prosecute: to bring charges against those who break the law, and try to secure in court their conviction and sentence of punishment.

pro tem: "for the time being";

temporary; a short form of *pro* tempore. The president pro tem presides over the Senate when the Vice-President of the United States is not able to do so.

quorum: the number of members that must be present at a session of the House or Senate in order to conduct business. For most actions, a majority of members is enough to make a quorum.

ratify: to make official by giving approval. A treaty takes effect only after the Senate has rati-

fied it.

representative: a person who acts for a number of people. A United States Representative is a member of the lower house of Congress, elected by the voters to represent them. (See also delegate.)

representative government: a government run by the representatives of the people living un-

der it.

republic: a constitutional government of the people in which elected representatives make the laws.

resolution: a formal statement of opinion or a proposal, made by a committee or legislature and adopted by vote.

revenue: the income of a government from taxes, fines, and

other sources.

revolution: the overthrow of the existing form of government and the establishment of a new one.

session: the period of time during

which a legislature meets. Also, the meeting itself.

sovereignty: highest political power or authority. The sovereignty of the United States government belongs to the voting citizens.

Speaker: the presiding officer of the House of Representatives. He is elected by the majority

party in the House.

spoils system: a system whereby a political party in power would reward its members with government jobs.

suffrage: the right to vote. The 19th Amendment gave the suf-

frage to women.

suit: a case in a court of law. It may be a *criminal suit* involving crime. Or it may be a *civil* suit, in which one person sues another because of loss of certain rights or because of damage to him or his property.

Supreme Court: the court which heads the judicial branch of the national government. It is the highest court in the United

States.

tariff: taxes on imports and exports. In the United States, a tariff on exports is forbidden.

tax: money paid by the people for the protection and services provided for them by their government.

treason: treachery to one's own country. Our Constitution limits the meaning of treason to (1) fighting against the United States; or (2) giving aid and comfort to the enemy.

treaty: a formal agreement between two or more countries.

tribunal: any court of law.

unconstitutional: not legal according to the Constitution. It is unconstitutional for a state to tax goods shipped through it.

upper house: the house or division of a legislature that, usually, has fewer members but more difficult qualifications for membership.

verdict: the decision of a jury in favor of one side or another in

a case at court.

veto: the President's refusal to sign a bill passed by Congress.

warrant: a legal paper which gives the right to arrest a person or to search him or his property.

writ: a legal paper issued by a court, ordering a person to do or not to do something.

TESTING WHAT YOU HAVE LEARNED

This test is made up of 50 items. On a separate sheet of paper, write columns of numbers from 1 through 50. Then read item number 1 below. Write your answer to it at the right of number 1 on your answer sheet. Do each of the other test items in the same way.

PLEASE DO NOT WRITE IN THIS BOOK.

Write the word or phrase which should go in the place marked "(blank)."

r. The branch of the United States government which interprets our laws is called the (blank)

branch.

2. Amendment 20, which fixes the time of meeting for the new Congress, is sometimes called the (blank) Amendment.

3. An inventor is the only person who can make or sell his invention, for a certain time, if he has a (blank) on the invention.

4. The branch of the United States government which makes our laws is called the (blank) branch.

5. A count of the population of the United States, called a (blank), is made every ten years.

6. The first ten amendments to the Constitution are called the (blank).

7. An official report of the work of Congress is published in *The Congressional* (blank).

8. The branch of the United

States government which carries out our laws is called the (blank) branch.

- 9. The "necessary and proper" clause of the Constitution, which begins "To make all laws which shall be necessary and proper," is also called the (blank) clause.
- 10. The agency which selects people for most government jobs is called the United States (blank) Commission.

If the statement is true, write T. If it is false, write F. Write your answers on your answer sheet.

- Congress can pass laws to keep certain goods from coming into or from leaving the United States.
- 12. Congress can pass a law to make the metric system of measurement the official system of this country.

13. Congress can make laws regarding immigration.

14. Congress can pass a law to tax goods going from one state to another.

15. Congress cannot provide the Army with more than enough money for two years' expenses.

The Preamble gives certain reasons for making a new Constitution. On your answer sheet, write T if the reason is like one in the Preamble. Write F if the reason is not like one in the Preamble.

16. To set up a fair system of laws for the country.

17. To establish three separate

branches of government.

18. To make sure that there will be peace in the country.

19. To unite the states more closely.

Some of the sentences below refer to the President, some to a Representative, and some to a Senator. If a sentence refers to the President, write P after the number on your answer sheet. If it refers to a Representative, write R. If it refers to a Senator, write S.

20. He may be as young as 27

years old.

21. He must have been a resident of the United States for 14 years.

22. His term is for 2 years.

23. He must be at least 30 years old.

24. He must be a natural-born citizen of the United States.

25. He can be re-elected only once.

Below are certain duties or powers of Congress. If they belong to the House of Representatives alone, write R on your answer sheet after the number. If to the Senate alone, write S. Write B if they belong to both houses, and write N if they do not belong to either.

26. To accuse a government official of "high crimes and misdemeanors."

27. To originate all bills for the purpose of raising money.

28. To pass a bill over the President's veto, by a two-thirds vote.

29. To borrow money on credit.

30. To tax goods exported from the various states to foreign countries.

31. To act as judge and jury for officials accused of "high crimes and misdemeanors."

Below are some of the powers of government. If a power belongs to state governments, write S after the number on your answer sheet. If it belongs to the federal government, write F.

32. The right to control commerce that crosses state boundaries.

33. The right to pass laws to govern territories.

34. The right to coin money.

35. The right to make a peace treaty with a foreign country.

36. The right to keep people from voting if they do not pay their poll tax.

When laws disagree, it is more important to obey some of them than to obey others. Write A after the number of the most important law; write B after the number of the next most important law; and write C after the least important law.

37. The constitutions of the states.

38. Laws and treaties of the federal government.

39. The Constitution of the United States.

Match the number of each incomplete sentence with the letter of the word or phrase that completes it. Write your answers on your answer sheet.

- 40. The hiring and firing of government workers for political reasons is called the
- A. Great Compromise
- 41. Protection from being held in jail without reason is given by the
- B. Separation of powers
- 42. The United States government is divided into three branches in order to maintain the
- C. Writ of Habeas Corpus

- 43. The clause of the Constitution that gives two Senators to every state is part of the
- D. Articles of Confederation
- 44. A part of our system of "checks and balances" is the
- E. Spoils System
- 45. The Thirteen Original States first formed a nation under the
- G. "Necessary and Proper clause"

F. Veto

To the next five questions, after the number on your answer sheet, write the letter of the correct answer.

- 46. In his oath of office, the President declares that he will
 - A. be commander in chief of the Army and Navy.
 - B. appoint ambassadors, judges of the Supreme Court, and other officers.
 - C. preserve, protect, and defend the Constitution.
 - D. make treaties with other nations.
- 47. Under our present laws, treason against the United States may be punished by
 - A. any sentence that the court may give.
 - B. a heavy fine against the relatives of the guilty person.
 - C. death, or a \$10,000 fine and at least 5 years in prison.
 - D. a \$10,000 fine and at least 10 years in prison.
- 48. The President does not have to have the Senate agree when he appoints
 - A. officers of the armed forces.
 - B. an official who is appointed ad interim.
 - C. the Postmaster of New York City.
 - D. the head of the Federal Reserve Board.
 - E. the Secretary of Labor.
- 49. Up to now, all Amendments to the Constitution have been proposed by

A. a vote of at least two-thirds of each house of Congress.

B. national conventions called by Congress.

C. legislatures of three-fourths of the states.

D. conventions in three-fourths of the states.

50. So far, all but one of the Amendments have been made a

part of the Constitution by being approved by

A. a vote of at least two-thirds of each house of Congress.

B. national conventions called by Congress.

C. the legislatures of three-fourths of the states.

D. conventions in three-fourths of the states.

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